



PERFORMANCE PROFILE

School System: Acadia Parish
Total Public Population: 9,517

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	11.5%
Gifted/Talented Students ^a	3.7%	0.6%
Regular Education Students ^a	84.5%	87.9%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	42.3%	34.0%	67.3%	65.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	10.5%	18.6%	6.1%	6.2%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	15.9%
GED/Skills Options	10.7%	0.7%
Certificate of Achievement	10.1%	18.8%
Dropped Out	26.3%	28.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	17.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	75.9%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	17.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	75.7%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	30.5%	74.4%	67.0%
Proficient LEAP 4 th grade Math	51.3%	51.7%	73.9%	69.2%
Proficient LEAP 8 th grade ELA	23.9%	19.7%	67.2%	72.0%
Proficient LEAP 8 th grade Math	28.2%	21.7%	64.2%	70.9%
Proficient GEE ELA	22.2%	24.1%	67.2%	66.4%
Proficient GEE Math	39.6%	44.8%	74.8%	80.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	98.8%		99.9%	100.0%	99.8%	98.8%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	99.8%	98.8%	100.0%		99.8%	99.8%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	40.0%	53.5%	70.3%	68.5%	42.7%	31.3%	57.9%	71.5%	65.6%
4 th grade	45.6%	44.9%		72.0%	69.2%	39.7%	29.9%		72.2%	65.3%
5 th grade	43.9%	53.2%		72.3%	76.2%	36.0%	31.9%		71.4%	72.1%
6 th grade	36.6%	27.2%		71.5%	68.0%	35.4%	29.6%		74.2%	78.2%
7 th grade	35.0%	34.4%		70.2%	69.6%	32.8%	36.1%		70.9%	68.3%
8 th grade	24.7%	23.5%		61.8%	69.7%	25.7%	25.9%		65.0%	70.4%
10 th grade	32.9%	32.1%		74.8%	80.8%	29.3%	26.4%		67.3%	66.5%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.6%	10.7%	12.1%
Suspensions Out-of-School & Alternate Site	14.9%	17.1%	12.4%	15.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.2%	0.9%	1.6%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.8%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	65.3%	65.15%
Inside Regular Class 79-40% of day	20.7%	14.7%	
Inside Regular Class less than 40% of day	14.6%	17.6%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	2.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	2.3%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	61.6%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.7%
In the Regular Early Childhood Program less than 40% of time	13.7%	3.4%
Attending a Special Education Program – Separate Class	5.7%	19.2%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	2.1%
Service Provider Location	9.4%	13.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	73.9%	
Acquisition and use of knowledge and skills	63.0%	76.7%	
Appropriate behaviors to meet needs	70.6%	75.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	83.3%	
Acquisition and use of knowledge and skills	57.8%	77.8%	
Appropriate behaviors to meet needs	74.3%	83.3%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	42.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.5%	
Students Ages 3-21 Received ESYS	88.8%	92.9%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	75.8%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Allen Parish
Total Public Population: 4,252

School Year: 2009-2010

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

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

<p><u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement</p>	<p><u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes</p>
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	State	Local
Students with Disabilities ^a	11.8%	10.5%
Gifted/Talented Students ^a	3.7%	1.1%
Regular Education Students ^a	84.5%	88.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	55.6%	34.0%	67.3%	77.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	3.1%	18.6%	6.1%	2.4%

	Special Ed.	
	State	Local
High School Diploma	21.9%	7.9%
GED/Skills Options	10.7%	15.8%
Certificate of Achievement	10.1%	7.9%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	15.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	75.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	15.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	75.8%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	35.9%	74.4%	82.9%
Proficient LEAP 4 th grade Math	51.3%	55.0%	73.9%	84.3%
Proficient LEAP 8 th grade ELA	23.9%	27.3%	67.2%	77.4%
Proficient LEAP 8 th grade Math	28.2%	40.9%	64.2%	73.8%
Proficient GEE ELA	22.2%	0.0%	67.2%	75.1%
Proficient GEE Math	39.6%	60.0%	74.8%	80.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		100.0%	99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		100.0%	99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		100.0%	99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		100.0%	99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	66.7%	53.5%	70.3%	79.1%	42.7%	51.5%	57.9%	71.5%	74.5%	
4 th grade	45.6%	55.9%		72.0%	83.1%	39.7%	45.8%		72.2%	82.8%	
5 th grade	43.9%	52.9%		72.3%	74.8%	36.0%	58.8%		71.4%	75.9%	
6 th grade	36.6%	55.6%		71.5%	80.5%	35.4%	50.0%		74.2%	89.2%	
7 th grade	35.0%	50.0%		70.2%	79.5%	32.8%	50.0%		70.9%	83.8%	
8 th grade	24.7%	45.5%		61.8%	72.6%	25.7%	35.3%		65.0%	76.8%	
10 th grade	32.9%	42.9%		74.8%	80.8%	29.3%	0.0%		67.3%	75.2%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.3%	10.7%	10.9%
Suspensions Out-of-School & Alternate Site	14.9%	16.1%	12.4%	12.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.5%	0.9%	0.7%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.7%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	71.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	22.3%	
Inside Regular Class less than 40% of day	14.6%	5.1%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.5%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	81.7%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	18.3%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	80.0%	
Acquisition and use of knowledge and skills	63.0%	57.1%	
Appropriate behaviors to meet needs	70.6%	85.7%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	81.8%	
Acquisition and use of knowledge and skills	57.8%	54.5%	
Appropriate behaviors to meet needs	74.3%	90.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	34.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	6.4%	
Students Ages 3-21 Received ESYS	88.8%	78.6%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	92.3%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Ascension Parish
Total Public Population: 19,630

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	11.3%
Gifted/Talented Students ^a	3.7%	2.1%
Regular Education Students ^a	84.5%	86.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	42.0%	34.0%	67.3%	72.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	8.5%	18.6%	6.1%	4.3%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	39.7%
GED/Skills Options	10.7%	6.4%
Certificate of Achievement	10.1%	3.2%
Dropped Out	26.3%	25.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	3.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	86.5%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	4.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	86.2%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	42.6%	74.4%	80.6%
Proficient LEAP 4 th grade Math	51.3%	40.7%	73.9%	75.9%
Proficient LEAP 8 th grade ELA	23.9%	33.7%	67.2%	79.4%
Proficient LEAP 8 th grade Math	28.2%	39.1%	64.2%	81.1%
Proficient GEE ELA	22.2%	20.3%	67.2%	73.7%
Proficient GEE Math	39.6%	47.5%	74.8%	86.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		100.0%	99.9%	100.0%
7 th grade	99.4%	99.2%		99.9%	99.9%	99.7%	99.2%		99.9%	99.9%	99.9%
8 th grade	99.3%	99.3%		99.9%	99.8%	99.4%	99.3%		99.9%	99.9%	99.8%
10 th grade	99.0%	98.6%		99.8%	99.9%	98.8%	98.5%		99.8%	99.8%	99.9%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	44.3%	53.5%	70.3%	76.7%	42.7%	39.6%	57.9%	71.5%	76.9%	
4 th grade	45.6%	39.6%		72.0%	72.2%	39.7%	38.9%		72.2%	77.6%	
5 th grade	43.9%	38.4%		72.3%	79.0%	36.0%	27.8%		71.4%	74.4%	
6 th grade	36.6%	42.6%		71.5%	80.5%	35.4%	36.6%		74.2%	76.8%	
7 th grade	35.0%	50.4%		70.2%	81.3%	32.8%	40.9%		70.9%	75.1%	
8 th grade	24.7%	34.0%		61.8%	79.1%	25.7%	31.9%		65.0%	77.9%	
10 th grade	32.9%	46.4%		74.8%	86.6%	29.3%	30.3%		67.3%	73.6%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	10.0%	10.7%	9.6%
Suspensions Out-of-School & Alternate Site	14.9%	8.4%	12.4%	5.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	82.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	8.7%	
Inside Regular Class less than 40% of day	14.6%	7.7%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.9%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	76.4%
In the Regular Early Childhood Program 40-79% of time	4.4%	1.5%
In the Regular Early Childhood Program less than 40% of time	13.7%	2.9%
Attending a Special Education Program – Separate Class	5.7%	0.7%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	5.8%
Service Provider Location	9.4%	12.7%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	49.2%	
Acquisition and use of knowledge and skills	63.0%	52.2%	
Appropriate behaviors to meet needs	70.6%	48.1%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	65.0%	
Acquisition and use of knowledge and skills	57.8%	60.2%	
Appropriate behaviors to meet needs	74.3%	69.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.4%	
Students Ages 3-21 Received ESYS	88.8%	91.1%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	88.9%	
Ages 6 to 21	90.6%	90.8%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

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^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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^m SER, Part C Transition Report (7/1/09 to 6/30/10)

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^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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.
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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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 Performance Profile.**
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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.
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13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals. **Data will be reported beginning with the 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Assumption Parish
Total Public Population: 4,022

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	11.9%
Gifted/Talented Students ^a	3.7%	1.9%
Regular Education Students ^a	84.5%	86.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	8.2%	34.0%	67.3%	45.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	10.7%	18.6%	6.1%	6.7%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	9.8%
GED/Skills Options	10.7%	29.3%
Certificate of Achievement	10.1%	2.4%
Dropped Out	26.3%	19.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	22.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	71.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	20.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	74.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	34.5%	74.4%	74.3%
Proficient LEAP 4 th grade Math	51.3%	37.9%	73.9%	72.5%
Proficient LEAP 8 th grade ELA	23.9%	25.8%	67.2%	67.8%
Proficient LEAP 8 th grade Math	28.2%	26.5%	64.2%	67.4%
Proficient GEE ELA	22.2%	0.0%	67.2%	61.3%
Proficient GEE Math	39.6%	50.0%	74.8%	71.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	28.1%	53.5%	70.3%	75.2%	42.7%	37.5%	57.9%	71.5%	75.2%
4 th grade	45.6%	34.6%		72.0%	70.5%	39.7%	29.4%		72.2%	73.2%
5 th grade	43.9%	44.0%		72.3%	64.5%	36.0%	24.0%		71.4%	62.9%
6 th grade	36.6%	22.6%		71.5%	67.2%	35.4%	38.7%		74.2%	68.4%
7 th grade	35.0%	27.0%		70.2%	67.3%	32.8%	10.8%		70.9%	62.3%
8 th grade	24.7%	24.5%		61.8%	65.2%	25.7%	34.0%		65.0%	66.0%
10 th grade	32.9%	66.7%		74.8%	71.3%	29.3%	44.4%		67.3%	60.8%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	13.9%	10.7%	5.8%
Suspensions Out-of-School & Alternate Site	14.9%	19.8%	12.4%	18.1%
Expulsions In-School	0.1%	0.7%	0.1%	1.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.2%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	73.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	22.0%	
Inside Regular Class less than 40% of day	14.6%	3.5%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.9%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	93.5%
In the Regular Early Childhood Program 40-79% of time	4.4%	1.6%
In the Regular Early Childhood Program less than 40% of time	13.7%	1.6%
Attending a Special Education Program – Separate Class	5.7%	1.6%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	1.6%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	68.8%	
Acquisition and use of knowledge and skills	63.0%	65.0%	
Appropriate behaviors to meet needs	70.6%	61.5%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	77.8%	
Acquisition and use of knowledge and skills	57.8%	66.7%	
Appropriate behaviors to meet needs	74.3%	77.8%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	47.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	60.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.6%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	87.5%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Avoyelles Parish
Total Public Population: 6,162

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	7.9%
Gifted/Talented Students ^a	3.7%	0.1%
Regular Education Students ^a	84.5%	91.9%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	12.8%	34.0%	67.3%	64.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	10.8%	18.6%	6.1%	7.5%

	Special Ed.	
	State	Local
High School Diploma	21.9%	18.6%
GED/Skills Options	10.7%	20.9%
Certificate of Achievement	10.1%	4.7%
Dropped Out	26.3%	30.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	16.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	12.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	71.8%	99.9%	99.7%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	16.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	12.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	71.8%	99.9%	99.7%
Proficient LEAP 4 th grade ELA	45.5%	25.0%	74.4%	60.0%
Proficient LEAP 4 th grade Math	51.3%	25.0%	73.9%	63.6%
Proficient LEAP 8 th grade ELA	23.9%	11.8%	67.2%	45.8%
Proficient LEAP 8 th grade Math	28.2%	8.8%	64.2%	43.8%
Proficient GEE ELA	22.2%	12.5%	67.2%	52.3%
Proficient GEE Math	39.6%	37.5%	74.8%	67.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	99.5%	99.7%	100.0%		99.9%	99.5%	
8 th grade	99.3%	100.0%		99.9%	99.5%	99.4%	100.0%		99.9%	99.5%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	51.3%	53.5%	70.3%	56.8%	42.7%	56.4%	57.9%	71.5%	63.0%	
4 th grade	45.6%	31.8%		72.0%	60.5%	39.7%	36.4%		72.2%	56.8%	
5 th grade	43.9%	31.3%		72.3%	60.9%	36.0%	37.5%		71.4%	55.8%	
6 th grade	36.6%	33.3%		71.5%	69.1%	35.4%	28.6%		74.2%	69.6%	
7 th grade	35.0%	34.5%		70.2%	43.9%	32.8%	27.6%		70.9%	46.5%	
8 th grade	24.7%	13.2%		61.8%	42.3%	25.7%	17.3%		65.0%	43.6%	
10 th grade	32.9%	41.7%		74.8%	67.2%	29.3%	41.7%		67.3%	52.5%	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	8.6%
Suspensions Out-of-School & Alternate Site	14.9%	0.0%	12.4%	27.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.2%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	77.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	7.5%	
Inside Regular Class less than 40% of day	14.6%	11.8%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	3.1%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	47.5%
In the Regular Early Childhood Program 40-79% of time	4.4%	8.8%
In the Regular Early Childhood Program less than 40% of time	13.7%	25.0%
Attending a Special Education Program – Separate Class	5.7%	10.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	7.5%
Service Provider Location	9.4%	1.3%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	60.0%	
Acquisition and use of knowledge and skills	63.0%	84.2%	
Appropriate behaviors to meet needs	70.6%	73.3%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	63.6%	
Acquisition and use of knowledge and skills	57.8%	54.5%	
Appropriate behaviors to meet needs	74.3%	63.6%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.4%	
Students Ages 3-21 Received ESYS	88.8%	92.3%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	67.6%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Beauregard Parish
Total Public Population: 6,116

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	15.7%
Gifted/Talented Students ^a	3.7%	1.8%
Regular Education Students ^a	84.5%	82.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	37.5%	34.0%	67.3%	84.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	0.6%	18.6%	6.1%	1.0%

	Special Ed.	
	State	Local
High School Diploma	21.9%	34.2%
GED/Skills Options	10.7%	22.4%
Certificate of Achievement	10.1%	2.6%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	13.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	81.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	13.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	81.5%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	45.3%	74.4%	83.6%
Proficient LEAP 4 th grade Math	51.3%	53.3%	73.9%	81.9%
Proficient LEAP 8 th grade ELA	23.9%	25.5%	67.2%	69.0%
Proficient LEAP 8 th grade Math	28.2%	21.3%	64.2%	63.0%
Proficient GEE ELA	22.2%	26.1%	67.2%	72.5%
Proficient GEE Math	39.6%	56.5%	74.8%	80.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	53.9%	53.5%	70.3%	81.5%	42.7%	42.7%	57.9%	71.5%	84.3%	
4 th grade	45.6%	49.0%		72.0%	81.6%	39.7%	37.5%		72.2%	83.3%	
5 th grade	43.9%	46.2%		72.3%	85.1%	36.0%	33.9%		71.4%	86.3%	
6 th grade	36.6%	41.4%		71.5%	72.5%	35.4%	36.2%		74.2%	75.8%	
7 th grade	35.0%	32.8%		70.2%	70.5%	32.8%	32.8%		70.9%	76.8%	
8 th grade	24.7%	22.9%		61.8%	62.6%	25.7%	27.1%		65.0%	68.9%	
10 th grade	32.9%	42.4%		74.8%	79.4%	29.3%	21.2%		67.3%	72.1%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	22.6%	10.7%	20.6%
Suspensions Out-of-School & Alternate Site	14.9%	11.2%	12.4%	8.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.2%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	62.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	27.8%	
Inside Regular Class less than 40% of day	14.6%	9.3%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.5%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	93.3%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.7%
In the Regular Early Childhood Program less than 40% of time	13.7%	4.0%
Attending a Special Education Program – Separate Class	5.7%	2.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	87.2%	
Acquisition and use of knowledge and skills	63.0%	80.9%	
Appropriate behaviors to meet needs	70.6%	92.3%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	78.8%	
Acquisition and use of knowledge and skills	57.8%	63.5%	
Appropriate behaviors to meet needs	74.3%	84.6%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.4%	
Students Ages 3-21 Received ESYS	88.8%	71.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Bienville Parish
Total Public Population: 2,338

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	9.3%
Gifted/Talented Students ^a	3.7%	0.6%
Regular Education Students ^a	84.5%	90.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	41.7%	34.0%	67.3%	73.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	3.4%	18.6%	6.1%	3.5%

	Special Ed.	
	State	Local
High School Diploma	21.9%	30.8%
GED/Skills Options	10.7%	7.7%
Certificate of Achievement	10.1%	7.7%
Dropped Out	26.3%	19.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	15.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	22.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	61.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	15.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	23.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	60.2%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	0.0%	74.4%	73.3%
Proficient LEAP 4 th grade Math	51.3%	12.5%	73.9%	72.0%
Proficient LEAP 8 th grade ELA	23.9%	16.7%	67.2%	63.8%
Proficient LEAP 8 th grade Math	28.2%	16.7%	64.2%	63.1%
Proficient GEE ELA	22.2%	0.0%	67.2%	61.6%
Proficient GEE Math	39.6%	0.0%	74.8%	85.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	35.3%	53.5%	70.3%	58.1%	42.7%	41.2%	57.9%	71.5%	67.0%	
4 th grade	45.6%	40.0%		72.0%	68.4%	39.7%	26.7%		72.2%	68.4%	
5 th grade	43.9%	37.5%		72.3%	70.2%	36.0%	25.0%		71.4%	67.5%	
6 th grade	36.6%	28.6%		71.5%	70.4%	35.4%	19.1%		74.2%	70.4%	
7 th grade	35.0%	37.5%		70.2%	72.1%	32.8%	37.5%		70.9%	65.0%	
8 th grade	24.7%	18.2%		61.8%	58.8%	25.7%	18.2%		65.0%	59.7%	
10 th grade	32.9%	28.6%		74.8%	85.5%	29.3%	28.6%		67.3%	62.1%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.0%	10.7%	3.9%
Suspensions Out-of-School & Alternate Site	14.9%	13.9%	12.4%	14.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.4%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	78.8%	65.15%
Inside Regular Class 79-40% of day	20.7%	11.4%	
Inside Regular Class less than 40% of day	14.6%	9.2%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.5%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	47.8%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	8.7%
Attending a Special Education Program – Separate Class	5.7%	30.4%
Attending a Special Education Program – Separate School	0.1%	4.3%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	8.7%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	71.4%	
Acquisition and use of knowledge and skills	63.0%	62.5%	
Appropriate behaviors to meet needs	70.6%	57.1%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	80.0%	
Acquisition and use of knowledge and skills	57.8%	50.0%	
Appropriate behaviors to meet needs	74.3%	70.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	21.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.0%	
Students Ages 3-21 Received ESYS	88.8%	28.6%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	86.1%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Bossier Parish
Total Public Population: 20,346

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	10.7%
Gifted/Talented Students ^a	3.7%	3.2%
Regular Education Students ^a	84.5%	86.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	25.3%	34.0%	67.3%	76.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	7.5%	18.6%	6.1%	3.7%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	15.0%
GED/Skills Options	10.7%	12.8%
Certificate of Achievement	10.1%	6.1%
Dropped Out	26.3%	20.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	10.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	17.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	72.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	10.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	17.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	72.2%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	43.2%	74.4%	79.7%
Proficient LEAP 4 th grade Math	51.3%	52.1%	73.9%	78.7%
Proficient LEAP 8 th grade ELA	23.9%	31.3%	67.2%	73.7%
Proficient LEAP 8 th grade Math	28.2%	33.3%	64.2%	66.5%
Proficient GEE ELA	22.2%	18.2%	67.2%	63.6%
Proficient GEE Math	39.6%	34.8%	74.8%	73.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	46.9%	53.5%	70.3%	75.9%	42.7%	42.5%	57.9%	71.5%	76.2%	
4 th grade	45.6%	47.4%		72.0%	78.1%	39.7%	40.7%		72.2%	79.2%	
5 th grade	43.9%	51.3%		72.3%	77.7%	36.0%	39.5%		71.4%	75.6%	
6 th grade	36.6%	38.4%		71.5%	69.5%	35.4%	36.6%		74.2%	76.1%	
7 th grade	35.0%	39.2%		70.2%	72.3%	32.8%	35.0%		70.9%	75.9%	
8 th grade	24.7%	38.7%		61.8%	65.0%	25.7%	40.3%		65.0%	72.1%	
10 th grade	32.9%	33.0%		74.8%	74.0%	29.3%	39.5%		67.3%	64.0%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	18.6%	10.7%	15.4%
Suspensions Out-of-School & Alternate Site	14.9%	10.5%	12.4%	6.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.4%	0.9%	0.9%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	56.4%	65.15%
Inside Regular Class 79-40% of day	20.7%	34.1%	
Inside Regular Class less than 40% of day	14.6%	9.1%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.3%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	60.4%
In the Regular Early Childhood Program 40-79% of time	4.4%	5.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	24.2%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	10.2%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	47.6%	
Acquisition and use of knowledge and skills	63.0%	56.1%	
Appropriate behaviors to meet needs	70.6%	69.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	50.0%	
Acquisition and use of knowledge and skills	57.8%	34.7%	
Appropriate behaviors to meet needs	74.3%	63.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	78.8%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.0%	
Students Ages 3-21 Received ESYS	88.8%	84.9%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	87.5%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Caddo Parish
Total Public Population: 41,992

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	10.1%
Gifted/Talented Students ^a	3.7%	4.0%
Regular Education Students ^a	84.5%	85.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	28.6%	34.0%	67.3%	61.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	15.1%	18.6%	6.1%	9.0%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	28.9%
GED/Skills Options	10.7%	7.7%
Certificate of Achievement	10.1%	6.0%
Dropped Out	26.3%	40.9%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	15.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	13.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	69.8%	99.9%	99.5%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	15.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	14.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	69.5%	99.9%	99.5%
Proficient LEAP 4 th grade ELA	45.5%	34.6%	74.4%	70.6%
Proficient LEAP 4 th grade Math	51.3%	40.6%	73.9%	67.5%
Proficient LEAP 8 th grade ELA	23.9%	19.1%	67.2%	62.7%
Proficient LEAP 8 th grade Math	28.2%	26.7%	64.2%	55.8%
Proficient GEE ELA	22.2%	16.2%	67.2%	60.9%
Proficient GEE Math	39.6%	21.0%	74.8%	61.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	99.2%		99.9%	99.9%	99.8%	99.2%		99.9%	99.9%
7 th grade	99.4%	98.6%		99.9%	99.6%	99.7%	100.0%		99.9%	99.8%
8 th grade	99.3%	99.0%		99.9%	99.8%	99.4%	99.4%		99.9%	99.8%
10 th grade	99.0%	99.5%		99.8%	99.3%	98.8%	99.4%		99.8%	99.3%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	35.7%	53.5%	70.3%	57.3%	42.7%	35.0%	57.9%	71.5%	61.7%
4 th grade	45.6%	38.9%		72.0%	65.3%	39.7%	30.3%		72.2%	68.0%
5 th grade	43.9%	34.9%		72.3%	67.2%	36.0%	25.3%		71.4%	64.3%
6 th grade	36.6%	28.5%		71.5%	63.1%	35.4%	25.5%		74.2%	66.8%
7 th grade	35.0%	28.2%		70.2%	63.5%	32.8%	27.8%		70.9%	66.5%
8 th grade	24.7%	22.4%		61.8%	50.6%	25.7%	23.5%		65.0%	57.2%
10 th grade	32.9%	28.3%		74.8%	61.3%	29.3%	29.9%		67.3%	60.6%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	10.1%	10.7%	15.9%
Suspensions Out-of-School & Alternate Site	14.9%	14.4%	12.4%	12.8%
Expulsions In-School	0.1%	0.4%	0.1%	0.4%
Expulsions Out-of-School & Alternate Site	0.5%	0.1%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	52.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	19.3%	
Inside Regular Class less than 40% of day	14.6%	26.7%	
Separate School	0.4%	0.6%	
Residential Facility	0.2%	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	1.5%	1.1%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	57.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.7%
In the Regular Early Childhood Program less than 40% of time	13.7%	39.4%
Attending a Special Education Program – Separate Class	5.7%	1.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.9%
Service Provider Location	9.4%	0.7%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	73.5%	
Acquisition and use of knowledge and skills	63.0%	58.7%	
Appropriate behaviors to meet needs	70.6%	77.7%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	55.8%	
Acquisition and use of knowledge and skills	57.8%	33.5%	
Appropriate behaviors to meet needs	74.3%	65.1%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	89.1%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	5.1%	
Students Ages 3-21 Received ESYS	88.8%	99.6%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	98.3%	
Ages 6 to 21	90.6%	93.4%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Calcasieu Parish
Total Public Population: 32,967

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	14.9%
Gifted/Talented Students ^a	3.7%	3.1%
Regular Education Students ^a	84.5%	82.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	50.7%	34.0%	67.3%	80.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	4.6%	18.6%	6.1%	2.8%

	Special Ed.	
	State	Local
High School Diploma	21.9%	22.2%
GED/Skills Options	10.7%	16.4%
Certificate of Achievement	10.1%	6.0%
Dropped Out	26.3%	17.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	25.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	68.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	25.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	68.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	51.6%	74.4%	82.1%
Proficient LEAP 4 th grade Math	51.3%	57.9%	73.9%	79.5%
Proficient LEAP 8 th grade ELA	23.9%	32.6%	67.2%	75.7%
Proficient LEAP 8 th grade Math	28.2%	38.4%	64.2%	72.3%
Proficient GEE ELA	22.2%	34.7%	67.2%	73.2%
Proficient GEE Math	39.6%	46.9%	74.8%	79.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	98.8%		99.8%	100.0%	98.8%	98.7%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	47.7%	53.5%	70.3%	77.0%	42.7%	50.1%	57.9%	71.5%	80.2%	
4 th grade	45.6%	51.3%		72.0%	78.5%	39.7%	45.6%		72.2%	80.7%	
5 th grade	43.9%	53.3%		72.3%	81.4%	36.0%	46.1%		71.4%	83.1%	
6 th grade	36.6%	35.1%		71.5%	72.7%	35.4%	35.6%		74.2%	77.5%	
7 th grade	35.0%	37.2%		70.2%	75.1%	32.8%	37.7%		70.9%	75.0%	
8 th grade	24.7%	30.4%		61.8%	69.7%	25.7%	36.6%		65.0%	73.7%	
10 th grade	32.9%	37.9%		74.8%	80.0%	29.3%	35.9%		67.3%	73.5%	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	13.5%	10.7%	14.9%
Suspensions Out-of-School & Alternate Site	14.9%	13.5%	12.4%	10.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	1.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	63.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	18.6%	
Inside Regular Class less than 40% of day	14.6%	17.0%	11.35%
Separate School	0.4%	0.2%	
Residential Facility	0.2%	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	1.5%	0.7%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	48.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	8.9%
In the Regular Early Childhood Program less than 40% of time	13.7%	34.9%
Attending a Special Education Program – Separate Class	5.7%	1.3%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	2.5%
Service Provider Location	9.4%	4.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	66.2%	
Acquisition and use of knowledge and skills	63.0%	67.8%	
Appropriate behaviors to meet needs	70.6%	68.8%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	68.8%	
Acquisition and use of knowledge and skills	57.8%	65.8%	
Appropriate behaviors to meet needs	74.3%	73.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	41.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		Yes	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	99.5%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	96.4%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.8%	
Students Ages 3-21 Received ESYS	88.8%	80.6%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	95.2%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Caldwell Parish
Total Public Population: 1,729

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	13.0%
Gifted/Talented Students ^a	3.7%	2.2%
Regular Education Students ^a	84.5%	84.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	33.3%	34.0%	67.3%	83.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	1.7%	18.6%	6.1%	0.6%

	Special Ed.	
	State	Local
High School Diploma	21.9%	14.3%
GED/Skills Options	10.7%	17.9%
Certificate of Achievement	10.1%	25.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	3.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	15.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	80.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	3.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	15.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	80.5%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	33.3%	74.4%	89.4%
Proficient LEAP 4 th grade Math	51.3%	25.0%	73.9%	68.3%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	74.8%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	58.5%
Proficient GEE ELA	22.2%	16.7%	67.2%	58.3%
Proficient GEE Math	39.6%	66.7%	74.8%	70.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	40.0%	53.5%	70.3%	68.1%	42.7%	35.0%	57.9%	71.5%	68.1%	
4 th grade	45.6%	26.1%		72.0%	66.4%	39.7%	43.5%		72.2%	85.8%	
5 th grade	43.9%	46.7%		72.3%	77.3%	36.0%	13.3%		71.4%	85.2%	
6 th grade	36.6%	27.3%		71.5%	67.4%	35.4%	36.4%		74.2%	83.7%	
7 th grade	35.0%	30.8%		70.2%	69.6%	32.8%	15.4%		70.9%	75.0%	
8 th grade	24.7%	4.8%		61.8%	55.7%	25.7%	4.8%		65.0%	73.8%	
10 th grade	32.9%	66.7%		74.8%	72.7%	29.3%	16.7%		67.3%	60.6%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.5%	10.7%	1.8%
Suspensions Out-of-School & Alternate Site	14.9%	12.3%	12.4%	11.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.6%
Expulsions Out-of-School & Alternate Site	0.5%	0.4%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	88.8%	65.15%
Inside Regular Class 79-40% of day	20.7%	6.8%	
Inside Regular Class less than 40% of day	14.6%	2.9%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.5%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	75.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	3.1%
In the Regular Early Childhood Program less than 40% of time	13.7%	12.5%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	9.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	42.9%	
Acquisition and use of knowledge and skills	63.0%	50.0%	
Appropriate behaviors to meet needs	70.6%	57.1%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	63.6%	
Acquisition and use of knowledge and skills	57.8%	54.5%	
Appropriate behaviors to meet needs	74.3%	72.7%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.8%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

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^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Cameron Parish
Total Public Population: 1,328

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	13.9%
Gifted/Talented Students ^a	3.7%	9.0%
Regular Education Students ^a	84.5%	77.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	6.8%	18.6%	6.1%	2.9%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	43.8%
GED/Skills Options	10.7%	18.8%
Certificate of Achievement	10.1%	6.3%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	4.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	18.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	77.4%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	4.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	17.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	78.5%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	46.2%	74.4%	80.5%
Proficient LEAP 4 th grade Math	51.3%	46.2%	73.9%	72.0%
Proficient LEAP 8 th grade ELA	23.9%	22.2%	67.2%	71.4%
Proficient LEAP 8 th grade Math	28.2%	22.2%	64.2%	62.7%
Proficient GEE ELA	22.2%	33.3%	67.2%	69.4%
Proficient GEE Math	39.6%	33.3%	74.8%	82.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	98.8%	
10 th grade	99.0%	100.0%		99.8%	98.7%	98.8%	100.0%		99.8%	98.6%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	53.9%	53.5%	70.3%	77.3%	42.7%	61.5%	57.9%	71.5%	77.3%	
4 th grade	45.6%	31.8%		72.0%	71.6%	39.7%	40.9%		72.2%	80.7%	
5 th grade	43.9%	66.7%		72.3%	75.6%	36.0%	58.3%		71.4%	78.2%	
6 th grade	36.6%	41.7%		71.5%	63.7%	35.4%	58.3%		74.2%	70.3%	
7 th grade	35.0%	33.3%		70.2%	76.7%	32.8%	33.3%		70.9%	82.2%	
8 th grade	24.7%	20.0%		61.8%	62.5%	25.7%	26.7%		65.0%	68.8%	
10 th grade	32.9%	28.6%		74.8%	83.1%	29.3%	28.6%		67.3%	69.0%	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	7.6%	10.7%	3.9%
Suspensions Out-of-School & Alternate Site	14.9%	0.9%	12.4%	3.3%
Expulsions In-School	0.1%	0.9%	0.1%	0.5%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	70.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	22.9%	
Inside Regular Class less than 40% of day	14.6%	5.9%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.7%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	90.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	10.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	100.0%	
Acquisition and use of knowledge and skills	63.0%	66.7%	
Appropriate behaviors to meet needs	70.6%	100.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	100.0%	
Acquisition and use of knowledge and skills	57.8%	85.7%	
Appropriate behaviors to meet needs	74.3%	100.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	6.0%	
Students Ages 3-21 Received ESYS	88.8%	90.9%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Catahoula Parish
Total Public Population: 1,611

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	10.2%
Gifted/Talented Students ^a	3.7%	2.5%
Regular Education Students ^a	84.5%	87.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	20.0%	34.0%	67.3%	67.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	4.3%	18.6%	6.1%	6.4%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	11.8%
GED/Skills Options	10.7%	11.8%
Certificate of Achievement	10.1%	11.8%
Dropped Out	26.3%	5.9%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	11.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	1.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	87.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	11.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	1.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	87.1%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	30.8%	74.4%	79.2%
Proficient LEAP 4 th grade Math	51.3%	46.2%	73.9%	83.1%
Proficient LEAP 8 th grade ELA	23.9%	33.3%	67.2%	60.8%
Proficient LEAP 8 th grade Math	28.2%	50.0%	64.2%	35.4%
Proficient GEE ELA	22.2%	0.0%	67.2%	62.5%
Proficient GEE Math	39.6%	50.0%	74.8%	79.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	92.3%		99.9%	100.0%	99.4%	92.3%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	21.4%	53.5%	70.3%	82.4%	42.7%	28.6%	57.9%	71.5%	83.5%	
4 th grade	45.6%	40.0%		72.0%	82.4%	39.7%	25.0%		72.2%	78.7%	
5 th grade	43.9%	50.0%		72.3%	67.5%	36.0%	21.4%		71.4%	69.2%	
6 th grade	36.6%	45.5%		71.5%	82.3%	35.4%	27.3%		74.2%	78.2%	
7 th grade	35.0%	40.0%		70.2%	85.9%	32.8%	20.0%		70.9%	84.6%	
8 th grade	24.7%	46.2%		61.8%	36.7%	25.7%	38.5%		65.0%	60.8%	
10 th grade	32.9%	66.7%		74.8%	78.1%	29.3%	33.3%		67.3%	62.5%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.5%	10.7%	3.9%
Suspensions Out-of-School & Alternate Site	14.9%	12.4%	12.4%	13.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	77.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	12.9%	
Inside Regular Class less than 40% of day	14.6%	9.4%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	69.6%
In the Regular Early Childhood Program 40-79% of time	4.4%	4.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	4.3%
Attending a Special Education Program – Separate Class	5.7%	8.7%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	13.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	33.3%	
Acquisition and use of knowledge and skills	63.0%	50.0%	
Appropriate behaviors to meet needs	70.6%	100.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	50.0%	
Acquisition and use of knowledge and skills	57.8%	50.0%	
Appropriate behaviors to meet needs	74.3%	100.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	31.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	5.0%	
Students Ages 3-21 Received ESYS	88.8%	87.5%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Claiborne Parish
Total Public Population: 2,220

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	16.1%
Gifted/Talented Students ^a	3.7%	4.8%
Regular Education Students ^a	84.5%	79.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	55.6%	34.0%	67.3%	78.7%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	10.8%	18.6%	6.1%	6.0%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	47.2%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	19.4%
Dropped Out	26.3%	8.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	22.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	67.2%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	22.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	66.7%	99.9%	99.8%
Proficient LEAP 4 th grade ELA	45.5%	80.0%	74.4%	73.3%
Proficient LEAP 4 th grade Math	51.3%	70.0%	73.9%	80.7%
Proficient LEAP 8 th grade ELA	23.9%	7.1%	67.2%	49.0%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	44.0%
Proficient GEE ELA	22.2%	25.0%	67.2%	53.3%
Proficient GEE Math	39.6%	25.0%	74.8%	68.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	51.4%	53.5%	70.3%	62.3%	42.7%	24.3%	57.9%	71.5%	60.4%	
4 th grade	45.6%	64.5%		72.0%	78.5%	39.7%	61.3%		72.2%	71.9%	
5 th grade	43.9%	37.5%		72.3%	61.2%	36.0%	33.3%		71.4%	57.4%	
6 th grade	36.6%	12.0%		71.5%	58.2%	35.4%	12.0%		74.2%	60.5%	
7 th grade	35.0%	42.1%		70.2%	56.6%	32.8%	26.3%		70.9%	65.5%	
8 th grade	24.7%	10.7%		61.8%	41.4%	25.7%	14.3%		65.0%	47.2%	
10 th grade	32.9%	14.3%		74.8%	68.2%	29.3%	21.4%		67.3%	54.2%	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	3.4%	10.7%	2.5%
Suspensions Out-of-School & Alternate Site	14.9%	19.0%	12.4%	13.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.3%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	61.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	32.8%	
Inside Regular Class less than 40% of day	14.6%	6.0%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	94.3%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	5.7%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	71.4%	
Acquisition and use of knowledge and skills	63.0%	80.0%	
Appropriate behaviors to meet needs	70.6%	76.9%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	73.3%	
Acquisition and use of knowledge and skills	57.8%	60.0%	
Appropriate behaviors to meet needs	74.3%	80.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	28.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.7%	
Students Ages 3-21 Received ESYS	88.8%	88.9%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	84.3%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

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^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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.
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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals. **Data will be reported beginning with the 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Concordia Parish
Total Public Population: 3,874

School Year: 2009-2010

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><u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement</p>	<p><u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes</p>
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	State	Local
Students with Disabilities ^a	11.8%	9.8%
Gifted/Talented Students ^a	3.7%	2.1%
Regular Education Students ^a	84.5%	88.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	19.0%	34.0%	67.3%	55.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	15.6%	18.6%	6.1%	5.0%

	Special Ed.	
	State	Local
High School Diploma	21.9%	23.1%
GED/Skills Options	10.7%	5.1%
Certificate of Achievement	10.1%	15.4%
Dropped Out	26.3%	10.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	10.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	23.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	66.1%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	10.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	23.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	66.5%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	12.5%	74.4%	56.1%
Proficient LEAP 4 th grade Math	51.3%	20.0%	73.9%	62.3%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	65.9%
Proficient LEAP 8 th grade Math	28.2%	25.0%	64.2%	63.3%
Proficient GEE ELA	22.2%	0.0%	67.2%	63.8%
Proficient GEE Math	39.6%	15.4%	74.8%	70.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	99.7%	100.0%	100.0%		100.0%	99.7%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	19.4%	53.5%	70.3%	74.4%	42.7%	16.1%	57.9%	71.5%	70.7%	
4 th grade	45.6%	20.0%		72.0%	59.6%	39.7%	13.3%		72.2%	51.4%	
5 th grade	43.9%	32.3%		72.3%	72.5%	36.0%	36.7%		71.4%	67.7%	
6 th grade	36.6%	14.3%		71.5%	60.8%	35.4%	7.1%		74.2%	66.3%	
7 th grade	35.0%	26.7%		70.2%	65.8%	32.8%	23.3%		70.9%	68.1%	
8 th grade	24.7%	16.7%		61.8%	60.3%	25.7%	22.2%		65.0%	64.7%	
10 th grade	32.9%	13.3%		74.8%	71.0%	29.3%	0.0%		67.3%	63.4%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	3.5%	10.7%	2.8%
Suspensions Out-of-School & Alternate Site	14.9%	18.0%	12.4%	16.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.4%
Expulsions Out-of-School & Alternate Site	0.5%	0.7%	0.9%	0.8%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	66.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	29.3%	
Inside Regular Class less than 40% of day	14.6%	3.2%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.9%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	60.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	25.7%
In the Regular Early Childhood Program less than 40% of time	13.7%	2.9%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	5.7%
Service Provider Location	9.4%	5.7%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	50.0%	
Acquisition and use of knowledge and skills	63.0%	36.4%	
Appropriate behaviors to meet needs	70.6%	50.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	55.6%	
Acquisition and use of knowledge and skills	57.8%	55.6%	
Appropriate behaviors to meet needs	74.3%	77.8%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	7.2%	
Students Ages 3-21 Received ESYS	88.8%	89.3%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	92.0%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: DeSoto Parish
Total Public Population: 4,920

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	10.5%
Gifted/Talented Students ^a	3.7%	2.2%
Regular Education Students ^a	84.5%	87.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	37.0%	34.0%	67.3%	67.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	18.4%	18.6%	6.1%	6.4%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	20.7%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	5.2%
Dropped Out	26.3%	51.7%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	7.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	33.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	58.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	7.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	33.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	59.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	15.0%	74.4%	58.9%
Proficient LEAP 4 th grade Math	51.3%	15.0%	73.9%	59.3%
Proficient LEAP 8 th grade ELA	23.9%	42.9%	67.2%	74.4%
Proficient LEAP 8 th grade Math	28.2%	42.9%	64.2%	64.4%
Proficient GEE ELA	22.2%	14.3%	67.2%	59.6%
Proficient GEE Math	39.6%	26.7%	74.8%	65.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	40.8%	53.5%	70.3%	66.1%	42.7%	38.8%	57.9%	71.5%	69.0%	
4 th grade	45.6%	34.3%		72.0%	53.9%	39.7%	28.6%		72.2%	56.5%	
5 th grade	43.9%	30.8%		72.3%	66.4%	36.0%	19.2%		71.4%	58.8%	
6 th grade	36.6%	44.4%		71.5%	74.8%	35.4%	29.6%		74.2%	71.0%	
7 th grade	35.0%	43.8%		70.2%	67.2%	32.8%	25.0%		70.9%	65.4%	
8 th grade	24.7%	28.6%		61.8%	60.0%	25.7%	33.3%		65.0%	71.0%	
10 th grade	32.9%	20.6%		74.8%	65.3%	29.3%	12.9%		67.3%	59.7%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	10.7%	10.7%	12.4%
Suspensions Out-of-School & Alternate Site	14.9%	14.1%	12.4%	14.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	1.0%	0.9%	1.4%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.7%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	75.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	16.0%	
Inside Regular Class less than 40% of day	14.6%	7.7%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.7%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	71.4%
In the Regular Early Childhood Program 40-79% of time	4.4%	1.2%
In the Regular Early Childhood Program less than 40% of time	13.7%	20.2%
Attending a Special Education Program – Separate Class	5.7%	4.8%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	2.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	56.3%	
Acquisition and use of knowledge and skills	63.0%	57.1%	
Appropriate behaviors to meet needs	70.6%	50.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	66.7%	
Acquisition and use of knowledge and skills	57.8%	60.6%	
Appropriate behaviors to meet needs	74.3%	72.7%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	5.1%	
Students Ages 3-21 Received ESYS	88.8%	96.7%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: East Baton Rouge Parish
Total Public Population: 42,822

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	10.5%
Gifted/Talented Students ^a	3.7%	3.3%
Regular Education Students ^a	84.5%	86.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	20.0%	34.0%	67.3%	56.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	13.2%	18.6%	6.1%	8.7%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	13.2%
GED/Skills Options	10.7%	1.0%
Certificate of Achievement	10.1%	13.0%
Dropped Out	26.3%	40.1%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	33.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	60.5%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	33.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	60.4%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	48.1%	74.4%	63.2%
Proficient LEAP 4 th grade Math	51.3%	46.7%	73.9%	62.4%
Proficient LEAP 8 th grade ELA	23.9%	29.5%	67.2%	60.3%
Proficient LEAP 8 th grade Math	28.2%	27.9%	64.2%	57.2%
Proficient GEE ELA	22.2%	25.7%	67.2%	61.7%
Proficient GEE Math	39.6%	38.7%	74.8%	67.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	99.8%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	99.8%		100.0%	100.0%	100.0%	99.8%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	99.4%		99.9%	99.8%	99.8%	99.7%		99.9%	99.9%
7 th grade	99.4%	98.6%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	99.1%		99.9%	99.9%	99.4%	99.4%		99.9%	99.9%
10 th grade	99.0%	98.6%		99.8%	99.3%	98.8%	98.1%		99.8%	99.4%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	34.9%	53.5%	70.3%	61.2%	42.7%	33.1%	57.9%	71.5%	61.7%
4 th grade	45.6%	35.0%		72.0%	59.9%	39.7%	34.0%		72.2%	60.7%
5 th grade	43.9%	30.1%		72.3%	65.7%	36.0%	27.8%		71.4%	63.9%
6 th grade	36.6%	30.1%		71.5%	64.2%	35.4%	28.5%		74.2%	63.6%
7 th grade	35.0%	25.1%		70.2%	63.0%	32.8%	22.9%		70.9%	63.5%
8 th grade	24.7%	19.9%		61.8%	53.2%	25.7%	23.7%		65.0%	56.3%
10 th grade	32.9%	18.1%		74.8%	67.8%	29.3%	27.4%		67.3%	61.8%

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	17.0%	12.4%	21.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.5%	1.9%	0.9%	2.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	6.4%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	62.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	12.1%	
Inside Regular Class less than 40% of day	14.6%	24.1%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	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	1.5%	0.9%	

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	77.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	2.4%
In the Regular Early Childhood Program less than 40% of time	13.7%	14.1%
Attending a Special Education Program – Separate Class	5.7%	2.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	2.0%
Service Provider Location	9.4%	2.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	62.8%	
Acquisition and use of knowledge and skills	63.0%	56.7%	
Appropriate behaviors to meet needs	70.6%	67.1%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	65.9%	
Acquisition and use of knowledge and skills	57.8%	48.4%	
Appropriate behaviors to meet needs	74.3%	73.8%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	34.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.0%	
Students Ages 3-21 Received ESYS	88.8%	88.3%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	95.3%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: East Carroll Parish
Total Public Population: 1,323

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	10.4%
Gifted/Talented Students ^a	3.7%	0.1%
Regular Education Students ^a	84.5%	89.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	85.7%	34.0%	67.3%	80.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	5.1%	18.6%	6.1%	4.6%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	6.7%
GED/Skills Options	10.7%	46.7%
Certificate of Achievement	10.1%	20.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	8.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	24.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	67.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	8.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	27.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	64.2%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	60.0%	74.4%	84.2%
Proficient LEAP 4 th grade Math	51.3%	75.0%	73.9%	72.0%
Proficient LEAP 8 th grade ELA	23.9%	80.0%	67.2%	51.4%
Proficient LEAP 8 th grade Math	28.2%	100.0%	64.2%	80.0%
Proficient GEE ELA	22.2%	n/a	67.2%	37.2%
Proficient GEE Math	39.6%	n/a	74.8%	58.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	50.0%	53.5%	70.3%	54.2%	42.7%	37.5%	57.9%	71.5%	59.0%	
4 th grade	45.6%	58.8%		72.0%	71.6%	39.7%	52.9%		72.2%	83.0%	
5 th grade	43.9%	50.0%		72.3%	67.5%	36.0%	60.0%		71.4%	67.5%	
6 th grade	36.6%	66.7%		71.5%	37.5%	35.4%	100.0%		74.2%	46.6%	
7 th grade	35.0%	11.1%		70.2%	43.5%	32.8%	77.8%		70.9%	65.2%	
8 th grade	24.7%	77.8%		61.8%	79.7%	25.7%	66.7%		65.0%	50.7%	
10 th grade	32.9%	0.0%		74.8%	57.7%	29.3%	0.0%		67.3%	37.7%	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	6.2%	10.7%	6.7%
Suspensions Out-of-School & Alternate Site	14.9%	20.5%	12.4%	16.1%
Expulsions In-School	0.1%	0.0%	0.1%	1.6%
Expulsions Out-of-School & Alternate Site	0.5%	1.2%	0.9%	2.8%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.2%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	87.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	13.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	84.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	15.8%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	100.0%	
Acquisition and use of knowledge and skills	63.0%	100.0%	
Appropriate behaviors to meet needs	70.6%	100.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	100.0%	
Acquisition and use of knowledge and skills	57.8%	100.0%	
Appropriate behaviors to meet needs	74.3%	100.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.4%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: East Feliciana Parish
Total Public Population: 2,153

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	13.1%
Gifted/Talented Students ^a	3.7%	0.5%
Regular Education Students ^a	84.5%	86.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	33.3%	34.0%	67.3%	66.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	13.4%	18.6%	6.1%	6.9%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	12.5%
GED/Skills Options	10.7%	20.8%
Certificate of Achievement	10.1%	16.7%
Dropped Out	26.3%	29.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	37.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	55.8%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	37.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	56.4%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	57.1%	74.4%	61.0%
Proficient LEAP 4 th grade Math	51.3%	64.3%	73.9%	66.7%
Proficient LEAP 8 th grade ELA	23.9%	20.0%	67.2%	52.5%
Proficient LEAP 8 th grade Math	28.2%	40.0%	64.2%	60.4%
Proficient GEE ELA	22.2%	27.3%	67.2%	62.8%
Proficient GEE Math	39.6%	27.3%	74.8%	78.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	97.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	98.9%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	38.1%	53.5%	70.3%	45.0%	42.7%	23.8%	57.9%	71.5%	49.3%	
4 th grade	45.6%	56.0%		72.0%	62.7%	39.7%	48.0%		72.2%	56.8%	
5 th grade	43.9%	38.1%		72.3%	56.6%	36.0%	28.6%		71.4%	57.3%	
6 th grade	36.6%	28.1%		71.5%	54.6%	35.4%	25.0%		74.2%	53.8%	
7 th grade	35.0%	18.2%		70.2%	59.8%	32.8%	9.1%		70.9%	60.7%	
8 th grade	24.7%	45.5%		61.8%	56.6%	25.7%	36.4%		65.0%	50.0%	
10 th grade	32.9%	22.2%		74.8%	78.8%	29.3%	35.3%		67.3%	62.1%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	10.1%	10.7%	11.3%
Suspensions Out-of-School & Alternate Site	14.9%	18.9%	12.4%	15.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.6%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	2.3%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	62.8%	65.15%
Inside Regular Class 79-40% of day	20.7%	23.6%	
Inside Regular Class less than 40% of day	14.6%	13.6%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	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	1.5%	0.0%	

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	75.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	8.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	4.2%
Attending a Special Education Program – Separate Class	5.7%	4.2%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	4.2%
Service Provider Location	9.4%	4.2%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	5.0%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	25.0%	
Ages 6 to 21	90.6%	83.6%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Evangeline Parish
Total Public Population: 6,007

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	13.8%
Gifted/Talented Students ^a	3.7%	0.8%
Regular Education Students ^a	84.5%	85.4%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	33.9%	34.0%	67.3%	56.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	12.1%	18.6%	6.1%	6.8%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	18.0%
GED/Skills Options	10.7%	12.4%
Certificate of Achievement	10.1%	21.3%
Dropped Out	26.3%	39.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	30.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	59.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	30.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	60.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	30.4%	74.4%	80.2%
Proficient LEAP 4 th grade Math	51.3%	36.5%	73.9%	77.3%
Proficient LEAP 8 th grade ELA	23.9%	28.1%	67.2%	76.5%
Proficient LEAP 8 th grade Math	28.2%	31.3%	64.2%	71.2%
Proficient GEE ELA	22.2%	33.3%	67.2%	68.4%
Proficient GEE Math	39.6%	66.7%	74.8%	74.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	98.7%		99.9%	99.5%	99.7%	100.0%		99.9%	99.7%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	97.2%		99.8%	100.0%	98.8%	97.2%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	51.1%	53.5%	70.3%	76.6%	42.7%	40.4%	57.9%	71.5%	77.9%	
4 th grade	45.6%	40.8%		72.0%	75.8%	39.7%	32.1%		72.2%	78.1%	
5 th grade	43.9%	42.3%		72.3%	69.5%	36.0%	35.9%		71.4%	67.7%	
6 th grade	36.6%	39.4%		71.5%	81.0%	35.4%	49.3%		74.2%	85.1%	
7 th grade	35.0%	33.3%		70.2%	76.1%	32.8%	36.0%		70.9%	77.2%	
8 th grade	24.7%	33.8%		61.8%	70.4%	25.7%	36.8%		65.0%	76.0%	
10 th grade	32.9%	40.0%		74.8%	74.7%	29.3%	25.7%		67.3%	69.2%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.1%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	26.2%	12.4%	17.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	1.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	50.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	24.5%	
Inside Regular Class less than 40% of day	14.6%	24.5%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	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	1.5%	0.5%	

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	45.3%
In the Regular Early Childhood Program 40-79% of time	4.4%	1.6%
In the Regular Early Childhood Program less than 40% of time	13.7%	14.1%
Attending a Special Education Program – Separate Class	5.7%	7.8%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	18.8%
Service Provider Location	9.4%	12.5%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	50.0%	
Acquisition and use of knowledge and skills	63.0%	44.4%	
Appropriate behaviors to meet needs	70.6%	75.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	69.2%	
Acquisition and use of knowledge and skills	57.8%	53.8%	
Appropriate behaviors to meet needs	74.3%	76.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.7%	
Students Ages 3-21 Received ESYS	88.8%	90.6%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	92.3%	
Ages 6 to 21	90.6%	95.8%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Franklin Parish
Total Public Population: 3,185

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	11.6%
Gifted/Talented Students ^a	3.7%	0.9%
Regular Education Students ^a	84.5%	87.4%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	23.1%	34.0%	67.3%	65.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	18.7%	18.6%	6.1%	10.9%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	13.2%
GED/Skills Options	10.7%	21.1%
Certificate of Achievement	10.1%	7.9%
Dropped Out	26.3%	18.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	23.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	70.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	23.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	70.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	50.0%	74.4%	64.9%
Proficient LEAP 4 th grade Math	51.3%	55.6%	73.9%	68.4%
Proficient LEAP 8 th grade ELA	23.9%	11.1%	67.2%	51.0%
Proficient LEAP 8 th grade Math	28.2%	33.3%	64.2%	43.4%
Proficient GEE ELA	22.2%	11.1%	67.2%	51.7%
Proficient GEE Math	39.6%	22.2%	74.8%	63.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	99.5%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	43.3%	53.5%	70.3%	57.5%	42.7%	46.7%	57.9%	71.5%	58.8%	
4 th grade	45.6%	50.0%		72.0%	65.9%	39.7%	40.0%		72.2%	60.9%	
5 th grade	43.9%	29.6%		72.3%	57.5%	36.0%	29.6%		71.4%	56.9%	
6 th grade	36.6%	30.0%		71.5%	61.2%	35.4%	16.7%		74.2%	65.2%	
7 th grade	35.0%	21.9%		70.2%	58.3%	32.8%	15.6%		70.9%	60.1%	
8 th grade	24.7%	25.9%		61.8%	43.0%	25.7%	7.4%		65.0%	49.0%	
10 th grade	32.9%	18.2%		74.8%	64.0%	29.3%	9.1%		67.3%	52.4%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	3.3%	10.7%	10.5%
Suspensions Out-of-School & Alternate Site	14.9%	23.3%	12.4%	18.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	1.6%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.6%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	64.1%	65.15%
Inside Regular Class 79-40% of day	20.7%	19.2%	
Inside Regular Class less than 40% of day	14.6%	14.4%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	2.4%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	2.4%	

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	48.6%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	10.8%
Attending a Special Education Program – Separate Class	5.7%	16.2%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	16.2%
Service Provider Location	9.4%	8.1%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	26.7%	
Acquisition and use of knowledge and skills	63.0%	12.5%	
Appropriate behaviors to meet needs	70.6%	22.2%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	35.3%	
Acquisition and use of knowledge and skills	57.8%	17.6%	
Appropriate behaviors to meet needs	74.3%	58.8%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	30.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.8%	
Students Ages 3-21 Received ESYS	88.8%	90.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	77.3%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Grant Parish
Total Public Population: 3,410

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	15.3%
Gifted/Talented Students ^a	3.7%	0.6%
Regular Education Students ^a	84.5%	84.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	48.1%	34.0%	67.3%	72.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	11.0%	18.6%	6.1%	5.1%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	29.4%
GED/Skills Options	10.7%	13.7%
Certificate of Achievement	10.1%	5.9%
Dropped Out	26.3%	19.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	4.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	13.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	82.2%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	4.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	13.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	82.2%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	44.7%	74.4%	77.9%
Proficient LEAP 4 th grade Math	51.3%	57.5%	73.9%	77.3%
Proficient LEAP 8 th grade ELA	23.9%	20.8%	67.2%	65.6%
Proficient LEAP 8 th grade Math	28.2%	29.2%	64.2%	73.7%
Proficient GEE ELA	22.2%	27.3%	67.2%	70.1%
Proficient GEE Math	39.6%	54.6%	74.8%	78.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	99.6%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	37.3%	53.5%	70.3%	70.5%	42.7%	41.2%	57.9%	71.5%	71.0%	
4 th grade	45.6%	54.8%		72.0%	77.1%	39.7%	41.9%		72.2%	77.1%	
5 th grade	43.9%	48.9%		72.3%	73.9%	36.0%	37.8%		71.4%	72.9%	
6 th grade	36.6%	47.4%		71.5%	79.8%	35.4%	44.7%		74.2%	75.4%	
7 th grade	35.0%	28.0%		70.2%	73.5%	32.8%	24.0%		70.9%	76.7%	
8 th grade	24.7%	25.0%		61.8%	72.1%	25.7%	25.0%		65.0%	64.6%	
10 th grade	32.9%	50.0%		74.8%	78.5%	29.3%	28.6%		67.3%	69.9%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	14.1%	10.7%	12.8%
Suspensions Out-of-School & Alternate Site	14.9%	7.1%	12.4%	4.7%
Expulsions In-School	0.1%	0.3%	0.1%	0.3%
Expulsions Out-of-School & Alternate Site	0.5%	0.8%	0.9%	0.6%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.7%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	79.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	17.8%	
Inside Regular Class less than 40% of day	14.6%	1.5%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.5%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	85.1%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	8.5%
Service Provider Location	9.4%	6.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	71.4%	
Acquisition and use of knowledge and skills	63.0%	80.0%	
Appropriate behaviors to meet needs	70.6%	87.5%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	66.7%	
Acquisition and use of knowledge and skills	57.8%	60.0%	
Appropriate behaviors to meet needs	74.3%	86.7%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	46.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.7%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	93.5%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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.
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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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Iberia Parish
Total Public Population: 13,682

School Year: 2009-2010

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>FAPE in the LRE</p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p>Disproportionality</p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>14. Post-secondary Outcomes</p>
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	State	Local
Students with Disabilities ^a	11.8%	11.5%
Gifted/Talented Students ^a	3.7%	2.8%
Regular Education Students ^a	84.5%	85.6%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	50.9%	34.0%	67.3%	76.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	12.0%	18.6%	6.1%	5.1%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	16.7%
GED/Skills Options	10.7%	18.1%
Certificate of Achievement	10.1%	8.7%
Dropped Out	26.3%	22.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	8.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	20.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	70.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	8.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	20.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	70.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	57.0%	74.4%	75.4%
Proficient LEAP 4 th grade Math	51.3%	60.8%	73.9%	79.0%
Proficient LEAP 8 th grade ELA	23.9%	21.4%	67.2%	65.2%
Proficient LEAP 8 th grade Math	28.2%	31.0%	64.2%	71.5%
Proficient GEE ELA	22.2%	18.2%	67.2%	71.3%
Proficient GEE Math	39.6%	54.6%	74.8%	84.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	48.2%	53.5%	70.3%	72.4%	42.7%	47.5%	57.9%	71.5%	71.1%	
4 th grade	45.6%	56.3%		72.0%	77.8%	39.7%	52.7%		72.2%	74.5%	
5 th grade	43.9%	52.4%		72.3%	73.6%	36.0%	46.6%		71.4%	71.6%	
6 th grade	36.6%	47.8%		71.5%	80.1%	35.4%	44.1%		74.2%	76.8%	
7 th grade	35.0%	30.9%		70.2%	72.4%	32.8%	31.6%		70.9%	65.8%	
8 th grade	24.7%	25.5%		61.8%	70.5%	25.7%	25.5%		65.0%	64.5%	
10 th grade	32.9%	48.9%		74.8%	85.1%	29.3%	25.0%		67.3%	71.3%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	8.9%	10.7%	9.4%
Suspensions Out-of-School & Alternate Site	14.9%	13.0%	12.4%	9.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.3%	0.9%	0.8%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	70.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	17.5%	
Inside Regular Class less than 40% of day	14.6%	10.4%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.2%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	68.9%
In the Regular Early Childhood Program 40-79% of time	4.4%	3.4%
In the Regular Early Childhood Program less than 40% of time	13.7%	9.0%
Attending a Special Education Program – Separate Class	5.7%	5.6%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	4.0%
Service Provider Location	9.4%	9.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	76.1%	
Acquisition and use of knowledge and skills	63.0%	69.8%	
Appropriate behaviors to meet needs	70.6%	80.4%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	77.8%	
Acquisition and use of knowledge and skills	57.8%	62.5%	
Appropriate behaviors to meet needs	74.3%	81.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	88.9%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.7%	
Students Ages 3-21 Received ESYS	88.8%	85.1%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	99.3%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Iberville Parish
Total Public Population: 4,194

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	11.9%
Gifted/Talented Students ^a	3.7%	2.0%
Regular Education Students ^a	84.5%	86.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	34.8%	34.0%	67.3%	55.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	17.4%	18.6%	6.1%	7.9%

	Special Ed.	
	State	Local
High School Diploma	21.9%	24.4%
GED/Skills Options	10.7%	17.8%
Certificate of Achievement	10.1%	20.0%
Dropped Out	26.3%	6.7%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	10.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	18.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	71.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	10.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	18.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	71.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	15.4%	74.4%	66.7%
Proficient LEAP 4 th grade Math	51.3%	40.7%	73.9%	64.0%
Proficient LEAP 8 th grade ELA	23.9%	12.5%	67.2%	55.3%
Proficient LEAP 8 th grade Math	28.2%	12.5%	64.2%	48.4%
Proficient GEE ELA	22.2%	18.2%	67.2%	74.3%
Proficient GEE Math	39.6%	18.2%	74.8%	71.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	21.6%	53.5%	70.3%	71.1%	42.7%	32.4%	57.9%	71.5%	74.5%
4 th grade	45.6%	38.9%		72.0%	64.0%	39.7%	19.4%		72.2%	66.9%
5 th grade	43.9%	39.3%		72.3%	64.2%	36.0%	35.7%		71.4%	62.3%
6 th grade	36.6%	32.5%		71.5%	71.1%	35.4%	25.0%		74.2%	67.3%
7 th grade	35.0%	13.5%		70.2%	61.5%	32.8%	17.3%		70.9%	66.4%
8 th grade	24.7%	13.2%		61.8%	45.6%	25.7%	10.5%		65.0%	54.4%
10 th grade	32.9%	12.5%		74.8%	70.9%	29.3%	16.7%		67.3%	75.1%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	28.4%	10.7%	23.1%
Suspensions Out-of-School & Alternate Site	14.9%	21.8%	12.4%	15.8%
Expulsions In-School	0.1%	0.2%	0.1%	0.2%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.2%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	67.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	21.0%	
Inside Regular Class less than 40% of day	14.6%	10.6%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.4%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	92.9%
In the Regular Early Childhood Program 40-79% of time	4.4%	2.9%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	1.4%
Service Provider Location	9.4%	2.9%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	67.7%	
Acquisition and use of knowledge and skills	63.0%	62.5%	
Appropriate behaviors to meet needs	70.6%	74.1%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	63.2%	
Acquisition and use of knowledge and skills	57.8%	55.3%	
Appropriate behaviors to meet needs	74.3%	78.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	51.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	58.3%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	8.5%	
Students Ages 3-21 Received ESYS	88.8%	86.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Jackson Parish
Total Public Population: 2,292

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	9.0%
Gifted/Talented Students ^a	3.7%	3.2%
Regular Education Students ^a	84.5%	87.7%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	75.0%	34.0%	67.3%	76.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	8.3%	18.6%	6.1%	2.8%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	12.5%
GED/Skills Options	10.7%	16.7%
Certificate of Achievement	10.1%	12.5%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	2.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	4.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	92.4%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	2.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	4.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	92.4%	99.9%	99.8%
Proficient LEAP 4 th grade ELA	45.5%	27.3%	74.4%	69.6%
Proficient LEAP 4 th grade Math	51.3%	27.3%	73.9%	73.0%
Proficient LEAP 8 th grade ELA	23.9%	50.0%	67.2%	66.0%
Proficient LEAP 8 th grade Math	28.2%	21.4%	64.2%	53.7%
Proficient GEE ELA	22.2%	0.0%	67.2%	67.5%
Proficient GEE Math	39.6%	100.0%	74.8%	69.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	99.3%	99.7%	100.0%		99.9%	99.3%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	99.3%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	30.0%	53.5%	70.3%	65.9%	42.7%	20.0%	57.9%	71.5%	64.7%	
4 th grade	45.6%	28.6%		72.0%	71.2%	39.7%	21.4%		72.2%	69.3%	
5 th grade	43.9%	22.2%		72.3%	63.1%	36.0%	11.1%		71.4%	65.0%	
6 th grade	36.6%	31.3%		71.5%	77.5%	35.4%	31.3%		74.2%	80.6%	
7 th grade	35.0%	40.0%		70.2%	62.6%	32.8%	40.0%		70.9%	69.4%	
8 th grade	24.7%	18.8%		61.8%	54.1%	25.7%	43.8%		65.0%	65.3%	
10 th grade	32.9%	75.0%		74.8%	70.3%	29.3%	37.5%		67.3%	67.8%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	21.3%	10.7%	27.5%
Suspensions Out-of-School & Alternate Site	14.9%	11.5%	12.4%	8.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.5%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	3.7%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	85.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	9.5%	
Inside Regular Class less than 40% of day	14.6%	3.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.8%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.8%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	89.7%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	10.3%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	33.3%	
Acquisition and use of knowledge and skills	63.0%	33.3%	
Appropriate behaviors to meet needs	70.6%	40.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	50.0%	
Acquisition and use of knowledge and skills	57.8%	37.5%	
Appropriate behaviors to meet needs	74.3%	50.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.8%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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).
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 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: http://www.louisianaschools.net/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals. **Data will be reported beginning with the 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Jefferson Parish
Total Public Population: 44,783

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	11.5%
Gifted/Talented Students ^a	3.7%	6.3%
Regular Education Students ^a	84.5%	82.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	28.1%	34.0%	67.3%	60.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	9.3%	18.6%	6.1%	7.1%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	22.9%
GED/Skills Options	10.7%	2.9%
Certificate of Achievement	10.1%	16.7%
Dropped Out	26.3%	30.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	10.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	25.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	63.6%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	10.6%	n/a	
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Proficient LEAP 8 th grade Math	28.2%	24.9%	64.2%	61.1%
Proficient GEE ELA	22.2%	17.8%	67.2%	63.5%
Proficient GEE Math	39.6%	36.5%	74.8%	71.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	99.8%	98.75%	100.0%	100.0%	100.0%	99.6%	98.78%	100.0%	100.0%
4 th grade	100.0%	99.7%		100.0%	100.0%	100.0%	99.7%		100.0%	100.0%
5 th grade	99.9%	99.7%		100.0%	100.0%	99.9%	99.7%		100.0%	100.0%
6 th grade	99.7%	99.7%		99.9%	99.9%	99.8%	99.7%		99.9%	100.0%
7 th grade	99.4%	99.6%		99.9%	99.8%	99.7%	99.6%		99.9%	99.9%
8 th grade	99.3%	99.6%		99.9%	99.9%	99.4%	99.6%		99.9%	99.9%
10 th grade	99.0%	98.4%		99.8%	99.8%	98.8%	96.8%		99.8%	99.6%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	45.5%	53.5%	70.3%	67.1%	42.7%	40.8%	57.9%	71.5%	65.5%
4 th grade	45.6%	42.7%		72.0%	66.9%	39.7%	38.7%		72.2%	69.3%
5 th grade	43.9%	38.3%		72.3%	66.3%	36.0%	33.6%		71.4%	68.5%
6 th grade	36.6%	32.3%		71.5%	64.3%	35.4%	29.8%		74.2%	67.0%
7 th grade	35.0%	34.9%		70.2%	66.5%	32.8%	28.3%		70.9%	65.1%
8 th grade	24.7%	20.4%		61.8%	58.5%	25.7%	22.2%		65.0%	62.8%
10 th grade	32.9%	25.2%		74.8%	72.2%	29.3%	26.6%		67.3%	63.7%

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	13.6%	10.7%	16.2%
Suspensions Out-of-School & Alternate Site	14.9%	17.6%	12.4%	13.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.1%	0.9%	1.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	52.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	24.8%	
Inside Regular Class less than 40% of day	14.6%	22.5%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.5%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	41.3%
In the Regular Early Childhood Program 40-79% of time	4.4%	4.1%
In the Regular Early Childhood Program less than 40% of time	13.7%	18.2%
Attending a Special Education Program – Separate Class	5.7%	12.9%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	1.4%
Service Provider Location	9.4%	22.1%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	57.0%	
Acquisition and use of knowledge and skills	63.0%	60.7%	
Appropriate behaviors to meet needs	70.6%	66.7%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	65.8%	
Acquisition and use of knowledge and skills	57.8%	55.4%	
Appropriate behaviors to meet needs	74.3%	67.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	92.1%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.0%	
Students Ages 3-21 Received ESYS	88.8%	76.5%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	80.6%	
Ages 6 to 21	90.6%	71.4%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Jefferson Davis Parish
Total Public Population: 5,930

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	13.4%
Gifted/Talented Students ^a	3.7%	2.1%
Regular Education Students ^a	84.5%	84.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	14.8%	34.0%	67.3%	76.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	0.0%	18.6%	6.1%	0.5%

	Special Ed.	
	State	Local
High School Diploma	21.9%	11.8%
GED/Skills Options	10.7%	23.5%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	1.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	26.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	67.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	28.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	65.9%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	57.9%	74.4%	88.1%
Proficient LEAP 4 th grade Math	51.3%	51.3%	73.9%	82.9%
Proficient LEAP 8 th grade ELA	23.9%	19.4%	67.2%	77.7%
Proficient LEAP 8 th grade Math	28.2%	19.4%	64.2%	70.6%
Proficient GEE ELA	22.2%	38.5%	67.2%	78.2%
Proficient GEE Math	39.6%	36.4%	74.8%	84.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	64.6%	53.5%	70.3%	81.2%	42.7%	61.5%	57.9%	71.5%	87.4%	
4 th grade	45.6%	51.4%		72.0%	82.5%	39.7%	56.9%		72.2%	87.8%	
5 th grade	43.9%	46.7%		72.3%	84.9%	36.0%	46.7%		71.4%	88.7%	
6 th grade	36.6%	44.8%		71.5%	81.5%	35.4%	38.2%		74.2%	88.5%	
7 th grade	35.0%	50.0%		70.2%	79.6%	32.8%	48.5%		70.9%	86.7%	
8 th grade	24.7%	23.5%		61.8%	70.5%	25.7%	25.8%		65.0%	77.3%	
10 th grade	32.9%	40.0%		74.8%	84.9%	29.3%	37.5%		67.3%	78.3%	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	5.8%	10.7%	4.9%
Suspensions Out-of-School & Alternate Site	14.9%	14.3%	12.4%	9.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	2.1%	0.9%	0.8%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	2.0%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	65.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	27.3%	
Inside Regular Class less than 40% of day	14.6%	6.8%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.7%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	77.9%
In the Regular Early Childhood Program 40-79% of time	4.4%	2.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	3.5%
Attending a Special Education Program – Separate Class	5.7%	2.3%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	14.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	63.2%	
Acquisition and use of knowledge and skills	63.0%	65.2%	
Appropriate behaviors to meet needs	70.6%	76.2%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	71.0%	
Acquisition and use of knowledge and skills	57.8%	67.7%	
Appropriate behaviors to meet needs	74.3%	74.2%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.9%	
Students Ages 3-21 Received ESYS	88.8%	84.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	97.9%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

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^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Lafayette Parish
Total Public Population: 29,892

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	9.5%
Gifted/Talented Students ^a	3.7%	4.1%
Regular Education Students ^a	84.5%	86.4%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	37.0%	34.0%	67.3%	68.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	10.8%	18.6%	6.1%	5.9%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	14.9%
GED/Skills Options	10.7%	8.6%
Certificate of Achievement	10.1%	8.6%
Dropped Out	26.3%	34.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	8.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	12.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	78.8%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	8.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	12.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	79.0%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	42.2%	74.4%	73.4%
Proficient LEAP 4 th grade Math	51.3%	51.9%	73.9%	76.5%
Proficient LEAP 8 th grade ELA	23.9%	27.1%	67.2%	70.3%
Proficient LEAP 8 th grade Math	28.2%	29.9%	64.2%	72.3%
Proficient GEE ELA	22.2%	18.2%	67.2%	70.4%
Proficient GEE Math	39.6%	39.1%	74.8%	82.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	97.8%		99.9%	100.0%	99.4%	97.8%		99.9%	100.0%
10 th grade	99.0%	98.3%		99.8%	99.8%	98.8%	98.3%		99.8%	99.8%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	46.2%	53.5%	70.3%	77.1%	42.7%	43.2%	57.9%	71.5%	73.2%
4 th grade	45.6%	43.4%		72.0%	74.7%	39.7%	35.9%		72.2%	71.4%
5 th grade	43.9%	43.7%		72.3%	78.7%	36.0%	31.6%		71.4%	71.4%
6 th grade	36.6%	35.0%		71.5%	77.9%	35.4%	31.0%		74.2%	71.9%
7 th grade	35.0%	31.4%		70.2%	80.1%	32.8%	25.4%		70.9%	75.3%
8 th grade	24.7%	23.3%		61.8%	69.8%	25.7%	23.7%		65.0%	68.2%
10 th grade	32.9%	33.6%		74.8%	82.5%	29.3%	25.4%		67.3%	70.2%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	14.9%	10.7%	16.4%
Suspensions Out-of-School & Alternate Site	14.9%	15.2%	12.4%	12.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	1.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.7%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	51.1%	65.15%
Inside Regular Class 79-40% of day	20.7%	28.3%	
Inside Regular Class less than 40% of day	14.6%	19.6%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	55.5%
In the Regular Early Childhood Program 40-79% of time	4.4%	3.7%
In the Regular Early Childhood Program less than 40% of time	13.7%	12.9%
Attending a Special Education Program – Separate Class	5.7%	8.9%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.9%
Service Provider Location	9.4%	18.1%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	57.5%	
Acquisition and use of knowledge and skills	63.0%	44.7%	
Appropriate behaviors to meet needs	70.6%	63.2%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	71.2%	
Acquisition and use of knowledge and skills	57.8%	48.5%	
Appropriate behaviors to meet needs	74.3%	71.2%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	41.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.7%	
Students Ages 3-21 Received ESYS	88.8%	90.1%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Lafourche Parish
Total Public Population: 14,531

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	9.0%
Gifted/Talented Students ^a	3.7%	1.5%
Regular Education Students ^a	84.5%	89.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	27.9%	34.0%	67.3%	74.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	10.1%	18.6%	6.1%	5.3%

	Special Ed.	
	State	Local
High School Diploma	21.9%	21.1%
GED/Skills Options	10.7%	14.8%
Certificate of Achievement	10.1%	5.5%
Dropped Out	26.3%	22.7%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	15.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	4.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	79.6%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	15.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	4.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	79.7%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	36.3%	74.4%	74.5%
Proficient LEAP 4 th grade Math	51.3%	38.3%	73.9%	72.8%
Proficient LEAP 8 th grade ELA	23.9%	5.9%	67.2%	64.5%
Proficient LEAP 8 th grade Math	28.2%	15.9%	64.2%	64.8%
Proficient GEE ELA	22.2%	8.0%	67.2%	64.4%
Proficient GEE Math	39.6%	50.0%	74.8%	78.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	99.9%	100.0%	100.0%		100.0%	99.9%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	99.9%	98.8%	100.0%		99.8%	99.9%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	47.7%	53.5%	70.3%	71.6%	42.7%	45.8%	57.9%	71.5%	73.9%
4 th grade	45.6%	36.9%		72.0%	71.0%	39.7%	35.4%		72.2%	72.1%
5 th grade	43.9%	48.9%		72.3%	74.0%	36.0%	34.1%		71.4%	69.5%
6 th grade	36.6%	27.9%		71.5%	69.8%	35.4%	35.4%		74.2%	69.0%
7 th grade	35.0%	23.7%		70.2%	71.0%	32.8%	30.5%		70.9%	66.2%
8 th grade	24.7%	25.5%		61.8%	63.4%	25.7%	15.8%		65.0%	63.3%
10 th grade	32.9%	57.8%		74.8%	78.4%	29.3%	36.4%		67.3%	64.2%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	22.5%	10.7%	19.9%
Suspensions Out-of-School & Alternate Site	14.9%	14.8%	12.4%	9.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.7%	0.9%	0.9%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	3.0%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	66.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	25.7%	
Inside Regular Class less than 40% of day	14.6%	7.2%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.2%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	73.5%
In the Regular Early Childhood Program 40-79% of time	4.4%	6.5%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.6%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	4.7%
Service Provider Location	9.4%	14.7%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	57.6%	
Acquisition and use of knowledge and skills	63.0%	55.6%	
Appropriate behaviors to meet needs	70.6%	73.3%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	52.3%	
Acquisition and use of knowledge and skills	57.8%	50.0%	
Appropriate behaviors to meet needs	74.3%	65.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	97.5%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.3%	
Students Ages 3-21 Received ESYS	88.8%	98.5%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: LaSalle Parish
Total Public Population: 2,624

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	8.9%
Gifted/Talented Students ^a	3.7%	1.1%
Regular Education Students ^a	84.5%	90.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	81.8%	34.0%	67.3%	83.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	4.5%	18.6%	6.1%	2.9%

	Special Ed.	
	State	Local
High School Diploma	21.9%	25.0%
GED/Skills Options	10.7%	18.8%
Certificate of Achievement	10.1%	12.5%
Dropped Out	26.3%	6.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	7.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	17.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	75.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	7.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	17.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	75.6%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	50.0%	74.4%	79.0%
Proficient LEAP 4 th grade Math	51.3%	50.0%	73.9%	77.5%
Proficient LEAP 8 th grade ELA	23.9%	30.8%	67.2%	65.8%
Proficient LEAP 8 th grade Math	28.2%	15.4%	64.2%	75.3%
Proficient GEE ELA	22.2%	16.7%	67.2%	67.6%
Proficient GEE Math	39.6%	16.7%	74.8%	71.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	35.0%	53.5%	70.3%	68.9%	42.7%	30.0%	57.9%	71.5%	78.3%	
4 th grade	45.6%	52.4%		72.0%	76.8%	39.7%	47.6%		72.2%	78.7%	
5 th grade	43.9%	44.4%		72.3%	72.9%	36.0%	33.3%		71.4%	81.3%	
6 th grade	36.6%	33.3%		71.5%	77.1%	35.4%	33.3%		74.2%	84.3%	
7 th grade	35.0%	20.0%		70.2%	66.3%	32.8%	10.0%		70.9%	78.1%	
8 th grade	24.7%	15.8%		61.8%	75.0%	25.7%	21.1%		65.0%	65.6%	
10 th grade	32.9%	20.0%		74.8%	71.5%	29.3%	20.0%		67.3%	67.4%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	8.1%	10.7%	8.5%
Suspensions Out-of-School & Alternate Site	14.9%	6.3%	12.4%	5.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	82.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	11.7%	
Inside Regular Class less than 40% of day	14.6%	4.2%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.4%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	86.4%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	4.5%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	9.1%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	0.0%	
Acquisition and use of knowledge and skills	63.0%	0.0%	
Appropriate behaviors to meet needs	70.6%	0.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	57.1%	
Acquisition and use of knowledge and skills	57.8%	57.1%	
Appropriate behaviors to meet needs	74.3%	57.1%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.0%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Lincoln Parish
Total Public Population: 6,573

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	11.3%
Gifted/Talented Students ^a	3.7%	4.4%
Regular Education Students ^a	84.5%	84.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	26.7%	34.0%	67.3%	71.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	6.8%	18.6%	6.1%	3.8%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	24.6%
GED/Skills Options	10.7%	10.8%
Certificate of Achievement	10.1%	10.8%
Dropped Out	26.3%	10.8%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	24.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	70.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	24.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	70.4%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	25.0%	74.4%	76.7%
Proficient LEAP 4 th grade Math	51.3%	31.8%	73.9%	75.9%
Proficient LEAP 8 th grade ELA	23.9%	25.0%	67.2%	67.7%
Proficient LEAP 8 th grade Math	28.2%	15.9%	64.2%	60.1%
Proficient GEE ELA	22.2%	18.8%	67.2%	73.7%
Proficient GEE Math	39.6%	43.8%	74.8%	79.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	99.8%	100.0%	100.0%		100.0%	99.8%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	98.0%		99.9%	100.0%	99.7%	100.0%		99.9%	99.7%
8 th grade	99.3%	98.8%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	45.2%	53.5%	70.3%	69.2%	42.7%	50.0%	57.9%	71.5%	74.2%
4 th grade	45.6%	33.7%		72.0%	74.4%	39.7%	21.7%		72.2%	76.5%
5 th grade	43.9%	39.0%		72.3%	73.2%	36.0%	31.7%		71.4%	76.6%
6 th grade	36.6%	12.2%		71.5%	74.4%	35.4%	12.2%		74.2%	81.8%
7 th grade	35.0%	40.8%		70.2%	59.7%	32.8%	24.5%		70.9%	65.8%
8 th grade	24.7%	15.6%		61.8%	59.1%	25.7%	23.4%		65.0%	66.4%
10 th grade	32.9%	27.8%		74.8%	79.8%	29.3%	20.0%		67.3%	74.2%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	15.3%	10.7%	14.8%
Suspensions Out-of-School & Alternate Site	14.9%	14.6%	12.4%	11.9%
Expulsions In-School	0.1%	0.5%	0.1%	0.5%
Expulsions Out-of-School & Alternate Site	0.5%	0.5%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.9%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	75.1%	65.15%
Inside Regular Class 79-40% of day	20.7%	15.4%	
Inside Regular Class less than 40% of day	14.6%	8.4%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.2%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	45.1%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	7.0%
Attending a Special Education Program – Separate Class	5.7%	35.2%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	1.4%
Service Provider Location	9.4%	11.3%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	65.0%	
Acquisition and use of knowledge and skills	63.0%	60.9%	
Appropriate behaviors to meet needs	70.6%	64.7%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	57.1%	
Acquisition and use of knowledge and skills	57.8%	57.1%	
Appropriate behaviors to meet needs	74.3%	71.4%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.2%	
Students Ages 3-21 Received ESYS	88.8%	97.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.



PERFORMANCE PROFILE

School System: Livingston Parish
Total Public Population: 24,332

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	12.5%
Gifted/Talented Students ^a	3.7%	3.8%
Regular Education Students ^a	84.5%	83.7%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	59.7%	34.0%	67.3%	76.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	3.3%	18.6%	6.1%	2.3%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	26.9%
GED/Skills Options	10.7%	7.1%
Certificate of Achievement	10.1%	9.7%
Dropped Out	26.3%	12.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	11.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	82.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	11.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	82.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	55.1%	74.4%	85.2%
Proficient LEAP 4 th grade Math	51.3%	61.1%	73.9%	84.4%
Proficient LEAP 8 th grade ELA	23.9%	34.0%	67.2%	83.0%
Proficient LEAP 8 th grade Math	28.2%	36.6%	64.2%	78.9%
Proficient GEE ELA	22.2%	28.8%	67.2%	72.3%
Proficient GEE Math	39.6%	45.6%	74.8%	81.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	99.9%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	99.9%	99.7%	100.0%		99.9%	99.9%	
8 th grade	99.3%	100.0%		99.9%	99.9%	99.4%	100.0%		99.9%	99.9%	
10 th grade	99.0%	100.0%		99.8%	99.9%	98.8%	100.0%		99.8%	99.9%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	58.3%	53.5%	70.3%	86.7%	42.7%	55.6%	57.9%	71.5%	85.5%	
4 th grade	45.6%	58.7%		72.0%	83.4%	39.7%	52.7%		72.2%	84.6%	
5 th grade	43.9%	59.8%		72.3%	83.4%	36.0%	46.7%		71.4%	82.7%	
6 th grade	36.6%	47.6%		71.5%	83.9%	35.4%	45.4%		74.2%	87.6%	
7 th grade	35.0%	50.3%		70.2%	83.6%	32.8%	45.7%		70.9%	82.8%	
8 th grade	24.7%	32.9%		61.8%	78.3%	25.7%	31.3%		65.0%	83.0%	
10 th grade	32.9%	40.7%		74.8%	81.7%	29.3%	31.5%		67.3%	72.5%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.4%	10.7%	0.1%
Suspensions Out-of-School & Alternate Site	14.9%	13.7%	12.4%	10.6%
Expulsions In-School	0.1%	0.1%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.5%	0.9%	0.9%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.2%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	64.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	25.1%	
Inside Regular Class less than 40% of day	14.6%	9.8%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.9%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	54.6%
In the Regular Early Childhood Program 40-79% of time	4.4%	1.9%
In the Regular Early Childhood Program less than 40% of time	13.7%	1.3%
Attending a Special Education Program – Separate Class	5.7%	23.4%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	1.9%
Service Provider Location	9.4%	16.9%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	55.2%	
Acquisition and use of knowledge and skills	63.0%	58.7%	
Appropriate behaviors to meet needs	70.6%	56.9%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	73.1%	
Acquisition and use of knowledge and skills	57.8%	67.6%	
Appropriate behaviors to meet needs	74.3%	77.8%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	80.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.5%	
Students Ages 3-21 Received ESYS	88.8%	96.3%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	96.6%	
Ages 6 to 21	90.6%	98.2%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Madison Parish
Total Public Population: 1,957

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	11.4%
Gifted/Talented Students ^a	3.7%	0.2%
Regular Education Students ^a	84.5%	88.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	12.5%	34.0%	67.3%	64.7%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	6.9%	18.6%	6.1%	6.6%

	Special Ed.	
	State	Local
High School Diploma	21.9%	15.4%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	11.5%
Dropped Out	26.3%	38.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	47.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	41.4%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	46.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	42.1%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	45.5%	74.4%	62.5%
Proficient LEAP 4 th grade Math	51.3%	18.2%	73.9%	64.3%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	25.7%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	41.7%
Proficient GEE ELA	22.2%	0.0%	67.2%	48.4%
Proficient GEE Math	39.6%	25.0%	74.8%	59.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	88.9%		99.9%	100.0%	99.8%	88.9%		99.9%	100.0%	
7 th grade	99.4%	88.2%		99.9%	100.0%	99.7%	85.3%		99.9%	100.0%	
8 th grade	99.3%	96.0%		99.9%	100.0%	99.4%	96.0%		99.9%	99.2%	
10 th grade	99.0%	87.0%		99.8%	98.9%	98.8%	91.3%		99.8%	98.9%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	28.6%	53.5%	70.3%	48.9%	42.7%	14.3%	57.9%	71.5%	60.3%	
4 th grade	45.6%	26.7%		72.0%	62.5%	39.7%	46.7%		72.2%	60.0%	
5 th grade	43.9%	27.3%		72.3%	29.9%	36.0%	9.1%		71.4%	45.5%	
6 th grade	36.6%	20.0%		71.5%	36.5%	35.4%	20.0%		74.2%	51.3%	
7 th grade	35.0%	25.0%		70.2%	67.4%	32.8%	10.7%		70.9%	39.5%	
8 th grade	24.7%	10.5%		61.8%	41.6%	25.7%	15.8%		65.0%	26.1%	
10 th grade	32.9%	4.6%		74.8%	58.1%	29.3%	13.6%		67.3%	47.3%	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	19.9%	10.7%	22.3%
Suspensions Out-of-School & Alternate Site	14.9%	16.9%	12.4%	24.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.2%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	2.6%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	50.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	21.0%	
Inside Regular Class less than 40% of day	14.6%	24.4%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	0.5%	
Homebound/Hospital	0.9%	2.9%	
Correctional Facilities	0.4%	0.5%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	3.4%	

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	87.5%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	8.3%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	4.2%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	0.0%	
Acquisition and use of knowledge and skills	63.0%	0.0%	
Appropriate behaviors to meet needs	70.6%	0.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	0.0%	
Acquisition and use of knowledge and skills	57.8%	0.0%	
Appropriate behaviors to meet needs	74.3%	0.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	33.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	9.5%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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.

Total Public Population is General Education public from February 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

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^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Morehouse Parish
Total Public Population: 4,767

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	15.8%
Gifted/Talented Students ^a	3.7%	0.8%
Regular Education Students ^a	84.5%	83.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	12.1%	34.0%	67.3%	51.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	16.0%	18.6%	6.1%	11.6%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	8.3%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	16.7%
Dropped Out	26.3%	58.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	7.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	26.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	65.5%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	7.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	26.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	65.6%	99.9%	99.8%
Proficient LEAP 4 th grade ELA	45.5%	27.5%	74.4%	60.4%
Proficient LEAP 4 th grade Math	51.3%	32.1%	73.9%	69.6%
Proficient LEAP 8 th grade ELA	23.9%	27.6%	67.2%	61.5%
Proficient LEAP 8 th grade Math	28.2%	28.6%	64.2%	49.0%
Proficient GEE ELA	22.2%	30.0%	67.2%	54.3%
Proficient GEE Math	39.6%	50.0%	74.8%	69.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	98.4%		99.9%	99.7%	99.4%	98.4%		99.9%	99.7%
10 th grade	99.0%	100.0%		99.8%	99.6%	98.8%	100.0%		99.8%	99.6%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	28.1%	53.5%	70.3%	60.6%	42.7%	19.3%	57.9%	71.5%	49.6%
4 th grade	45.6%	34.9%		72.0%	70.2%	39.7%	26.5%		72.2%	58.5%
5 th grade	43.9%	37.8%		72.3%	64.8%	36.0%	21.6%		71.4%	60.0%
6 th grade	36.6%	48.8%		71.5%	67.8%	35.4%	41.5%		74.2%	73.3%
7 th grade	35.0%	27.5%		70.2%	69.8%	32.8%	40.8%		70.9%	74.9%
8 th grade	24.7%	25.0%		61.8%	49.3%	25.7%	26.8%		65.0%	60.9%
10 th grade	32.9%	40.0%		74.8%	69.4%	29.3%	33.3%		67.3%	53.9%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.9%	10.7%	8.7%
Suspensions Out-of-School & Alternate Site	14.9%	11.4%	12.4%	10.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.5%	0.1%	0.9%	1.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	2.6%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	79.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	6.0%	
Inside Regular Class less than 40% of day	14.6%	14.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	79.5%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	14.8%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	1.6%
Service Provider Location	9.4%	4.1%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	86.7%	
Acquisition and use of knowledge and skills	63.0%	77.8%	
Appropriate behaviors to meet needs	70.6%	100.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	75.0%	
Acquisition and use of knowledge and skills	57.8%	70.0%	
Appropriate behaviors to meet needs	74.3%	95.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	88.9%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.8%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	97.3%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Natchitoches Parish
Total Public Population: 6,844

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	12.0%
Gifted/Talented Students ^a	3.7%	3.2%
Regular Education Students ^a	84.5%	84.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	32.4%	34.0%	67.3%	58.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	15.6%	18.6%	6.1%	8.4%

	Special Ed.	
	State	Local
High School Diploma	21.9%	9.4%
GED/Skills Options	10.7%	18.8%
Certificate of Achievement	10.1%	18.8%
Dropped Out	26.3%	31.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	8.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	11.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	80.9%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	7.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	11.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	80.6%	99.9%	99.8%
Proficient LEAP 4 th grade ELA	45.5%	31.2%	74.4%	65.3%
Proficient LEAP 4 th grade Math	51.3%	41.0%	73.9%	69.0%
Proficient LEAP 8 th grade ELA	23.9%	8.6%	67.2%	58.2%
Proficient LEAP 8 th grade Math	28.2%	14.0%	64.2%	54.5%
Proficient GEE ELA	22.2%	7.1%	67.2%	63.6%
Proficient GEE Math	39.6%	26.7%	74.8%	65.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	98.7%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	99.8%	99.8%	100.0%		99.9%	99.8%	99.8%
7 th grade	99.4%	100.0%		99.9%	99.8%	99.7%	100.0%		99.9%	99.8%	99.8%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	41.8%	53.5%	70.3%	56.1%	42.7%	35.8%	57.9%	71.5%	54.5%	
4 th grade	45.6%	38.1%		72.0%	68.2%	39.7%	25.7%		72.2%	62.4%	
5 th grade	43.9%	40.0%		72.3%	64.2%	36.0%	29.3%		71.4%	59.5%	
6 th grade	36.6%	42.6%		71.5%	66.9%	35.4%	24.1%		74.2%	68.5%	
7 th grade	35.0%	36.6%		70.2%	64.8%	32.8%	31.7%		70.9%	66.8%	
8 th grade	24.7%	18.6%		61.8%	54.3%	25.7%	14.0%		65.0%	58.2%	
10 th grade	32.9%	26.1%		74.8%	65.4%	29.3%	10.5%		67.3%	63.9%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	12.9%	10.7%	9.8%
Suspensions Out-of-School & Alternate Site	14.9%	16.6%	12.4%	14.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.5%	0.9%	0.9%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.2%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	33.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	52.2%	
Inside Regular Class less than 40% of day	14.6%	13.6%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.9%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	55.4%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	32.4%
Attending a Special Education Program – Separate Class	5.7%	9.5%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	2.7%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	100.0%	
Acquisition and use of knowledge and skills	63.0%	80.0%	
Appropriate behaviors to meet needs	70.6%	88.9%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	81.8%	
Acquisition and use of knowledge and skills	57.8%	72.7%	
Appropriate behaviors to meet needs	74.3%	90.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.6%	
Students Ages 3-21 Received ESYS	88.8%	89.5%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	90.3%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Orleans Parish
Total Public Population: 10,337

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	6.2%
Gifted/Talented Students ^a	3.7%	19.1%
Regular Education Students ^a	84.5%	74.7%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	1.9%	18.6%	6.1%	1.1%

	Special Ed.	
	State	Local
High School Diploma	21.9%	46.5%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	14.1%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	15.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	15.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	69.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	14.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	15.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	69.9%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	65.9%	74.4%	88.2%
Proficient LEAP 4 th grade Math	51.3%	68.3%	73.9%	88.6%
Proficient LEAP 8 th grade ELA	23.9%	89.5%	67.2%	82.0%
Proficient LEAP 8 th grade Math	28.2%	52.4%	64.2%	79.2%
Proficient GEE ELA	22.2%	22.2%	67.2%	70.5%
Proficient GEE Math	39.6%	36.1%	74.8%	74.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	61.1%	53.5%	70.3%	83.7%	42.7%	61.1%	57.9%	71.5%	85.4%	
4 th grade	45.6%	69.2%		72.0%	87.7%	39.7%	67.3%		72.2%	87.3%	
5 th grade	43.9%	57.6%		72.3%	85.3%	36.0%	60.6%		71.4%	87.6%	
6 th grade	36.6%	45.0%		71.5%	91.6%	35.4%	45.0%		74.2%	93.6%	
7 th grade	35.0%	50.0%		70.2%	87.9%	32.8%	50.0%		70.9%	91.1%	
8 th grade	24.7%	38.3%		61.8%	77.7%	25.7%	66.7%		65.0%	80.9%	
10 th grade	32.9%	39.0%		74.8%	74.4%	29.3%	41.4%		67.3%	70.6%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	1.8%	10.7%	2.3%
Suspensions Out-of-School & Alternate Site	14.9%	7.6%	12.4%	10.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.6%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.2%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	74.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	10.8%	
Inside Regular Class less than 40% of day	14.6%	13.7%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	0.7%	
Correctional Facilities	0.4%	0.4%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	0.7%	

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	36.8%
In the Regular Early Childhood Program 40-79% of time	4.4%	1.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	26.3%
Attending a Special Education Program – Separate Class	5.7%	32.9%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	2.6%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	42.9%	
Acquisition and use of knowledge and skills	63.0%	25.0%	
Appropriate behaviors to meet needs	70.6%	42.9%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	37.5%	
Acquisition and use of knowledge and skills	57.8%	0.0%	
Appropriate behaviors to meet needs	74.3%	25.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	71.4%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	22.0%	
Students Ages 3-21 Received ESYS	88.8%	91.7%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	76.5%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Ouachita Parish
Total Public Population: 19,466

School Year: 2009-2010

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

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	12.7%
Gifted/Talented Students ^a	3.7%	4.8%
Regular Education Students ^a	84.5%	82.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	47.7%	34.0%	67.3%	67.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	12.7%	18.6%	6.1%	5.8%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	25.6%
GED/Skills Options	10.7%	7.6%
Certificate of Achievement	10.1%	8.5%
Dropped Out	26.3%	0.9%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	28.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	64.7%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	28.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	64.4%	99.9%	99.8%
Proficient LEAP 4 th grade ELA	45.5%	61.8%	74.4%	82.4%
Proficient LEAP 4 th grade Math	51.3%	69.9%	73.9%	82.4%
Proficient LEAP 8 th grade ELA	23.9%	32.3%	67.2%	76.1%
Proficient LEAP 8 th grade Math	28.2%	33.3%	64.2%	75.2%
Proficient GEE ELA	22.2%	39.5%	67.2%	71.5%
Proficient GEE Math	39.6%	50.0%	74.8%	78.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	99.9%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	46.6%	53.5%	70.3%	79.1%	42.7%	44.0%	57.9%	71.5%	79.6%
4 th grade	45.6%	58.6%		72.0%	81.5%	39.7%	54.2%		72.2%	81.9%
5 th grade	43.9%	50.5%		72.3%	78.5%	36.0%	45.1%		71.4%	79.1%
6 th grade	36.6%	42.1%		71.5%	84.9%	35.4%	43.8%		74.2%	84.6%
7 th grade	35.0%	41.6%		70.2%	81.4%	32.8%	41.6%		70.9%	80.5%
8 th grade	24.7%	32.4%		61.8%	74.9%	25.7%	38.8%		65.0%	75.8%
10 th grade	32.9%	41.6%		74.8%	78.6%	29.3%	45.1%		67.3%	71.9%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	13.5%	10.7%	8.7%
Suspensions Out-of-School & Alternate Site	14.9%	15.2%	12.4%	9.4%
Expulsions In-School	0.1%	0.1%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.1%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	69.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	24.0%	
Inside Regular Class less than 40% of day	14.6%	6.6%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.2%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	60.1%
In the Regular Early Childhood Program 40-79% of time	4.4%	4.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	5.0%
Attending a Special Education Program – Separate Class	5.7%	8.5%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	8.5%
Service Provider Location	9.4%	13.5%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	66.7%	
Acquisition and use of knowledge and skills	63.0%	57.1%	
Appropriate behaviors to meet needs	70.6%	80.4%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	69.9%	
Acquisition and use of knowledge and skills	57.8%	57.5%	
Appropriate behaviors to meet needs	74.3%	80.8%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	71.4%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.7%	
Students Ages 3-21 Received ESYS	88.8%	88.9%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Plaquemines Parish
Total Public Population: 3,840

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	10.5%
Gifted/Talented Students ^a	3.7%	4.1%
Regular Education Students ^a	84.5%	85.4%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	8.3%	18.6%	6.1%	3.8%

	Special Ed.	
	State	Local
High School Diploma	21.9%	18.5%
GED/Skills Options	10.7%	3.7%
Certificate of Achievement	10.1%	18.5%
Dropped Out	26.3%	22.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	23.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	66.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	23.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	66.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	79.0%	74.4%	89.6%
Proficient LEAP 4 th grade Math	51.3%	89.5%	73.9%	87.7%
Proficient LEAP 8 th grade ELA	23.9%	20.0%	67.2%	70.4%
Proficient LEAP 8 th grade Math	28.2%	50.0%	64.2%	70.5%
Proficient GEE ELA	22.2%	0.0%	67.2%	80.8%
Proficient GEE Math	39.6%	50.0%	74.8%	87.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	62.5%	53.5%	70.3%	86.8%	42.7%	53.1%	57.9%	71.5%	89.6%	
4 th grade	45.6%	70.0%		72.0%	87.3%	39.7%	63.3%		72.2%	89.3%	
5 th grade	43.9%	48.2%		72.3%	90.4%	36.0%	37.0%		71.4%	84.5%	
6 th grade	36.6%	38.7%		71.5%	74.9%	35.4%	32.3%		74.2%	82.7%	
7 th grade	35.0%	48.0%		70.2%	78.7%	32.8%	48.0%		70.9%	79.1%	
8 th grade	24.7%	45.5%		61.8%	69.8%	25.7%	27.3%		65.0%	69.2%	
10 th grade	32.9%	30.0%		74.8%	88.8%	29.3%	20.0%		67.3%	81.5%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	6.4%	10.7%	7.2%
Suspensions Out-of-School & Alternate Site	14.9%	8.5%	12.4%	9.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	64.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	19.3%	
Inside Regular Class less than 40% of day	14.6%	14.4%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.7%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.7%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	68.6%
In the Regular Early Childhood Program 40-79% of time	4.4%	9.8%
In the Regular Early Childhood Program less than 40% of time	13.7%	7.8%
Attending a Special Education Program – Separate Class	5.7%	2.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	11.8%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	66.7%	
Acquisition and use of knowledge and skills	63.0%	60.0%	
Appropriate behaviors to meet needs	70.6%	100.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	88.9%	
Acquisition and use of knowledge and skills	57.8%	66.7%	
Appropriate behaviors to meet needs	74.3%	88.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	7.6%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	85.7%	
Ages 6 to 21	90.6%	89.2%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Pointe Coupee Parish
Total Public Population: 2,766

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	13.4%
Gifted/Talented Students ^a	3.7%	0.8%
Regular Education Students ^a	84.5%	85.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	28.6%	34.0%	67.3%	52.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	16.5%	18.6%	6.1%	8.2%

	Special Ed.	
	State	Local
High School Diploma	21.9%	26.3%
GED/Skills Options	10.7%	36.8%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	26.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	10.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	18.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	70.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	10.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	18.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	71.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	14.3%	74.4%	66.3%
Proficient LEAP 4 th grade Math	51.3%	28.6%	73.9%	66.8%
Proficient LEAP 8 th grade ELA	23.9%	10.0%	67.2%	52.1%
Proficient LEAP 8 th grade Math	28.2%	35.0%	64.2%	51.7%
Proficient GEE ELA	22.2%	15.4%	67.2%	66.7%
Proficient GEE Math	39.6%	35.7%	74.8%	85.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	17.4%	53.5%	70.3%	52.0%	42.7%	30.4%	57.9%	71.5%	66.2%	
4 th grade	45.6%	31.3%		72.0%	63.7%	39.7%	15.6%		72.2%	63.7%	
5 th grade	43.9%	32.1%		72.3%	60.0%	36.0%	32.1%		71.4%	62.1%	
6 th grade	36.6%	36.0%		71.5%	66.0%	35.4%	40.0%		74.2%	74.7%	
7 th grade	35.0%	26.3%		70.2%	63.3%	32.8%	15.8%		70.9%	63.3%	
8 th grade	24.7%	34.6%		61.8%	50.0%	25.7%	15.4%		65.0%	51.1%	
10 th grade	32.9%	33.3%		74.8%	86.2%	29.3%	14.3%		67.3%	66.7%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	15.7%	10.7%	23.2%
Suspensions Out-of-School & Alternate Site	14.9%	18.5%	12.4%	13.0%
Expulsions In-School	0.1%	0.0%	0.1%	1.6%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.3%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	71.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	13.1%	
Inside Regular Class less than 40% of day	14.6%	13.4%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	2.5%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	71.4%
In the Regular Early Childhood Program 40-79% of time	4.4%	2.4%
In the Regular Early Childhood Program less than 40% of time	13.7%	9.5%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	14.3%
Service Provider Location	9.4%	2.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	58.3%	
Acquisition and use of knowledge and skills	63.0%	53.3%	
Appropriate behaviors to meet needs	70.6%	54.5%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	55.6%	
Acquisition and use of knowledge and skills	57.8%	44.4%	
Appropriate behaviors to meet needs	74.3%	66.7%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		Yes	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	6.5%	
Students Ages 3-21 Received ESYS	88.8%	70.8%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	50.0%	
Ages 6 to 21	90.6%	95.8%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Rapides Parish
Total Public Population: 23,774

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	11.4%
Gifted/Talented Students ^a	3.7%	2.3%
Regular Education Students ^a	84.5%	86.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	28.9%	34.0%	67.3%	67.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	8.8%	18.6%	6.1%	6.8%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	19.8%
GED/Skills Options	10.7%	15.7%
Certificate of Achievement	10.1%	11.6%
Dropped Out	26.3%	30.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	17.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	72.4%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	17.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	72.6%	99.9%	99.8%
Proficient LEAP 4 th grade ELA	45.5%	51.2%	74.4%	74.1%
Proficient LEAP 4 th grade Math	51.3%	61.1%	73.9%	77.3%
Proficient LEAP 8 th grade ELA	23.9%	20.7%	67.2%	63.6%
Proficient LEAP 8 th grade Math	28.2%	23.0%	64.2%	56.8%
Proficient GEE ELA	22.2%	22.2%	67.2%	69.7%
Proficient GEE Math	39.6%	26.4%	74.8%	73.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	99.9%	100.0%	100.0%		100.0%	99.9%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	99.9%	99.8%	100.0%		99.9%	99.9%	
7 th grade	99.4%	100.0%		99.9%	99.9%	99.7%	100.0%		99.9%	99.9%	
8 th grade	99.3%	94.4%		99.9%	99.9%	99.4%	94.3%		99.9%	99.9%	
10 th grade	99.0%	99.0%		99.8%	99.9%	98.8%	100.0%		99.8%	99.9%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	42.1%	53.5%	70.3%	68.0%	42.7%	40.8%	57.9%	71.5%	69.1%	
4 th grade	45.6%	49.8%		72.0%	75.9%	39.7%	42.1%		72.2%	72.3%	
5 th grade	43.9%	47.4%		72.3%	75.3%	36.0%	46.8%		71.4%	79.6%	
6 th grade	36.6%	37.4%		71.5%	72.5%	35.4%	41.0%		74.2%	81.1%	
7 th grade	35.0%	29.0%		70.2%	67.4%	32.8%	30.1%		70.9%	71.8%	
8 th grade	24.7%	19.5%		61.8%	55.9%	25.7%	20.6%		65.0%	62.9%	
10 th grade	32.9%	32.0%		74.8%	73.7%	29.3%	31.6%		67.3%	70.3%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.4%	10.7%	9.9%
Suspensions Out-of-School & Alternate Site	14.9%	12.0%	12.4%	8.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	2.5%	0.9%	1.9%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	4.2%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	59.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	26.9%	
Inside Regular Class less than 40% of day	14.6%	12.9%	
Separate School	0.4%	0.2%	
Residential Facility	0.2%	0.5%	
Homebound/Hospital	0.9%	0.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.2%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	58.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	21.2%
In the Regular Early Childhood Program less than 40% of time	13.7%	17.0%
Attending a Special Education Program – Separate Class	5.7%	0.3%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	1.0%
Service Provider Location	9.4%	2.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	61.2%	
Acquisition and use of knowledge and skills	63.0%	66.3%	
Appropriate behaviors to meet needs	70.6%	75.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	62.9%	
Acquisition and use of knowledge and skills	57.8%	57.8%	
Appropriate behaviors to meet needs	74.3%	73.3%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	38.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.2%	
Students Ages 3-21 Received ESYS	88.8%	98.4%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	94.9%	
Ages 6 to 21	90.6%	97.2%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**

PERFORMANCE PROFILE

School System: Red River Parish
Total Public Population: 1,487

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	9.5%
Gifted/Talented Students ^a	3.7%	0.3%
Regular Education Students ^a	84.5%	90.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	38.5%	34.0%	67.3%	72.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	11.8%	18.6%	6.1%	4.9%

	Special Ed.	
	State	Local
High School Diploma	21.9%	33.3%
GED/Skills Options	10.7%	20.0%
Certificate of Achievement	10.1%	6.7%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	10.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	18.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	71.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	10.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	18.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	71.2%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	50.0%	74.4%	60.0%
Proficient LEAP 4 th grade Math	51.3%	50.0%	73.9%	68.8%
Proficient LEAP 8 th grade ELA	23.9%	25.0%	67.2%	54.4%
Proficient LEAP 8 th grade Math	28.2%	25.0%	64.2%	50.0%
Proficient GEE ELA	22.2%	0.0%	67.2%	66.7%
Proficient GEE Math	39.6%	0.0%	74.8%	75.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	40.0%	53.5%	70.3%	56.2%	42.7%	30.0%	57.9%	71.5%	69.5%
4 th grade	45.6%	50.0%		72.0%	68.8%	39.7%	58.3%		72.2%	57.8%
5 th grade	43.9%	50.0%		72.3%	63.6%	36.0%	37.5%		71.4%	66.2%
6 th grade	36.6%	16.7%		71.5%	63.4%	35.4%	0.0%		74.2%	70.7%
7 th grade	35.0%	50.0%		70.2%	47.4%	32.8%	50.0%		70.9%	58.8%
8 th grade	24.7%	20.0%		61.8%	46.8%	25.7%	20.0%		65.0%	52.1%
10 th grade	32.9%	0.0%		74.8%	75.4%	29.3%	0.0%		67.3%	67.7%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	15.6%	10.7%	24.1%
Suspensions Out-of-School & Alternate Site	14.9%	11.7%	12.4%	15.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.8%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	64.4%	65.15%
Inside Regular Class 79-40% of day	20.7%	25.0%	
Inside Regular Class less than 40% of day	14.6%	4.5%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.5%	
Correctional Facilities	0.4%	4.5%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.5%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	92.3%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	7.7%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	100.0%	
Acquisition and use of knowledge and skills	63.0%	100.0%	
Appropriate behaviors to meet needs	70.6%	100.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	100.0%	
Acquisition and use of knowledge and skills	57.8%	80.0%	
Appropriate behaviors to meet needs	74.3%	80.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	38.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

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^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Richland Parish
Total Public Population: 3,365

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	12.0%
Gifted/Talented Students ^a	3.7%	1.5%
Regular Education Students ^a	84.5%	86.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	11.8%	34.0%	67.3%	71.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	7.6%	18.6%	6.1%	5.7%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	18.8%
GED/Skills Options	10.7%	9.4%
Certificate of Achievement	10.1%	9.4%
Dropped Out	26.3%	43.8%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	4.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	42.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	52.8%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	4.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	42.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	53.0%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	20.0%	74.4%	68.4%
Proficient LEAP 4 th grade Math	51.3%	25.0%	73.9%	70.0%
Proficient LEAP 8 th grade ELA	23.9%	22.2%	67.2%	69.2%
Proficient LEAP 8 th grade Math	28.2%	44.4%	64.2%	76.8%
Proficient GEE ELA	22.2%	0.0%	67.2%	57.2%
Proficient GEE Math	39.6%	0.0%	74.8%	72.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	99.7%	100.0%	100.0%		100.0%	99.7%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	96.4%		99.9%	100.0%	99.4%	96.4%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	32.4%	53.5%	70.3%	61.8%	42.7%	21.6%	57.9%	71.5%	65.6%	
4 th grade	45.6%	26.2%		72.0%	67.0%	39.7%	16.7%		72.2%	65.3%	
5 th grade	43.9%	38.9%		72.3%	77.2%	36.0%	27.8%		71.4%	62.5%	
6 th grade	36.6%	39.0%		71.5%	78.0%	35.4%	34.2%		74.2%	68.7%	
7 th grade	35.0%	46.2%		70.2%	82.0%	32.8%	38.5%		70.9%	80.5%	
8 th grade	24.7%	44.4%		61.8%	76.3%	25.7%	33.3%		65.0%	68.6%	
10 th grade	32.9%	5.9%		74.8%	72.7%	29.3%	23.5%		67.3%	57.1%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.9%	10.7%	1.4%
Suspensions Out-of-School & Alternate Site	14.9%	20.2%	12.4%	12.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.2%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.7%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	58.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	33.3%	
Inside Regular Class less than 40% of day	14.6%	7.6%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.5%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	62.1%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	37.9%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	50.0%	
Acquisition and use of knowledge and skills	63.0%	66.7%	
Appropriate behaviors to meet needs	70.6%	0.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	75.0%	
Acquisition and use of knowledge and skills	57.8%	75.0%	
Appropriate behaviors to meet needs	74.3%	75.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	38.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	87.5%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.6%	
Students Ages 3-21 Received ESYS	88.8%	84.2%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	68.2%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Sabine Parish
Total Public Population: 4,307

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	12.6%
Gifted/Talented Students ^a	3.7%	1.8%
Regular Education Students ^a	84.5%	85.6%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	46.7%	34.0%	67.3%	80.7%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	5.6%	18.6%	6.1%	2.7%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	30.8%
GED/Skills Options	10.7%	23.1%
Certificate of Achievement	10.1%	13.5%
Dropped Out	26.3%	19.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	34.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	60.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	34.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	60.6%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	38.9%	74.4%	77.5%
Proficient LEAP 4 th grade Math	51.3%	38.9%	73.9%	76.5%
Proficient LEAP 8 th grade ELA	23.9%	6.3%	67.2%	77.6%
Proficient LEAP 8 th grade Math	28.2%	25.0%	64.2%	72.2%
Proficient GEE ELA	22.2%	23.1%	67.2%	73.5%
Proficient GEE Math	39.6%	69.2%	74.8%	82.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	50.0%	53.5%	70.3%	78.1%	42.7%	50.0%	57.9%	71.5%	80.9%	
4 th grade	45.6%	38.9%		72.0%	75.7%	39.7%	40.7%		72.2%	77.3%	
5 th grade	43.9%	54.8%		72.3%	75.5%	36.0%	41.9%		71.4%	74.7%	
6 th grade	36.6%	45.7%		71.5%	79.5%	35.4%	34.3%		74.2%	83.5%	
7 th grade	35.0%	35.6%		70.2%	68.2%	32.8%	40.0%		70.9%	78.7%	
8 th grade	24.7%	22.0%		61.8%	71.7%	25.7%	29.3%		65.0%	77.5%	
10 th grade	32.9%	60.0%		74.8%	82.1%	29.3%	45.0%		67.3%	73.6%	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.1%	10.7%	6.9%
Suspensions Out-of-School & Alternate Site	14.9%	10.0%	12.4%	8.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.3%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.7%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	60.3%	65.15%
Inside Regular Class 79-40% of day	20.7%	28.5%	
Inside Regular Class less than 40% of day	14.6%	11.1%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	47.3%
In the Regular Early Childhood Program 40-79% of time	4.4%	7.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	7.3%
Attending a Special Education Program – Separate Class	5.7%	23.6%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	10.9%
Service Provider Location	9.4%	3.6%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	52.9%	
Acquisition and use of knowledge and skills	63.0%	73.7%	
Appropriate behaviors to meet needs	70.6%	53.8%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	61.5%	
Acquisition and use of knowledge and skills	57.8%	57.7%	
Appropriate behaviors to meet needs	74.3%	76.9%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	5.2%	
Students Ages 3-21 Received ESYS	88.8%	75.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	89.9%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: St. Bernard Parish
Total Public Population: 5,359

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	11.0%
Gifted/Talented Students ^a	3.7%	2.1%
Regular Education Students ^a	84.5%	87.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	16.4%	18.6%	6.1%	5.2%

	Special Ed.	
	State	Local
High School Diploma	21.9%	21.4%
GED/Skills Options	10.7%	33.3%
Certificate of Achievement	10.1%	14.3%
Dropped Out	26.3%	21.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	34.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	55.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	34.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	55.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	51.6%	74.4%	82.2%
Proficient LEAP 4 th grade Math	51.3%	84.9%	73.9%	92.6%
Proficient LEAP 8 th grade ELA	23.9%	14.8%	67.2%	64.9%
Proficient LEAP 8 th grade Math	28.2%	14.8%	64.2%	64.0%
Proficient GEE ELA	22.2%	9.1%	67.2%	73.3%
Proficient GEE Math	39.6%	63.6%	74.8%	85.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	56.1%	53.5%	70.3%	83.4%	42.7%	24.4%	57.9%	71.5%	77.5%	
4 th grade	45.6%	69.1%		72.0%	92.0%	39.7%	41.8%		72.2%	80.1%	
5 th grade	43.9%	56.3%		72.3%	84.8%	36.0%	39.4%		71.4%	82.3%	
6 th grade	36.6%	53.1%		71.5%	80.6%	35.4%	50.0%		74.2%	73.5%	
7 th grade	35.0%	50.0%		70.2%	75.3%	32.8%	48.5%		70.9%	69.0%	
8 th grade	24.7%	23.8%		61.8%	61.9%	25.7%	25.0%		65.0%	63.3%	
10 th grade	32.9%	52.4%		74.8%	85.4%	29.3%	23.8%		67.3%	73.6%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	7.7%	10.7%	9.3%
Suspensions Out-of-School & Alternate Site	14.9%	20.1%	12.4%	13.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.2%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	54.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	24.7%	
Inside Regular Class less than 40% of day	14.6%	19.9%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.7%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	95.8%
In the Regular Early Childhood Program 40-79% of time	4.4%	3.1%
In the Regular Early Childhood Program less than 40% of time	13.7%	1.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	66.7%	
Acquisition and use of knowledge and skills	63.0%	85.7%	
Appropriate behaviors to meet needs	70.6%	100.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	80.0%	
Acquisition and use of knowledge and skills	57.8%	80.0%	
Appropriate behaviors to meet needs	74.3%	100.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	99.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	50.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	5.2%	
Students Ages 3-21 Received ESYS	88.8%	73.9%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

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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. **Inside the regular class less than 40% of the day**
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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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: St. Charles Parish
Total Public Population: 9,723

School Year: 2009-2010

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<p>FAPE in the LRE</p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p>Disproportionality</p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p>Effective General Supervision Part B / Child Find</p> <p>11. Evaluation Timelines</p> <p>Effective General Supervision Part B / Effective Transition</p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>14. Post-secondary Outcomes</p>
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	State	Local
Students with Disabilities ^a	11.8%	10.1%
Gifted/Talented Students ^a	3.7%	5.6%
Regular Education Students ^a	84.5%	84.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	64.3%	34.0%	67.3%	84.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	10.6%	18.6%	6.1%	3.4%

	Special Ed.	
	State	Local
High School Diploma	21.9%	29.6%
GED/Skills Options	10.7%	12.3%
Certificate of Achievement	10.1%	8.6%
Dropped Out	26.3%	33.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	18.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	72.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	18.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	72.1%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	44.3%	74.4%	83.7%
Proficient LEAP 4 th grade Math	51.3%	45.9%	73.9%	77.3%
Proficient LEAP 8 th grade ELA	23.9%	29.3%	67.2%	78.1%
Proficient LEAP 8 th grade Math	28.2%	23.8%	64.2%	77.5%
Proficient GEE ELA	22.2%	27.3%	67.2%	70.5%
Proficient GEE Math	39.6%	59.1%	74.8%	82.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	99.8%	99.9%	100.0%		100.0%	99.8%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	98.2%		99.9%	100.0%	99.7%	98.2%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	35.5%	53.5%	70.3%	84.8%	42.7%	36.8%	57.9%	71.5%	80.1%
4 th grade	45.6%	36.0%		72.0%	76.6%	39.7%	38.0%		72.2%	82.3%
5 th grade	43.9%	60.0%		72.3%	82.2%	36.0%	50.0%		71.4%	77.2%
6 th grade	36.6%	46.0%		71.5%	82.6%	35.4%	39.1%		74.2%	85.1%
7 th grade	35.0%	32.1%		70.2%	81.5%	32.8%	37.7%		70.9%	78.2%
8 th grade	24.7%	23.3%		61.8%	75.4%	25.7%	23.3%		65.0%	76.1%
10 th grade	32.9%	39.4%		74.8%	82.3%	29.3%	30.3%		67.3%	70.7%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	15.9%	10.7%	14.4%
Suspensions Out-of-School & Alternate Site	14.9%	15.1%	12.4%	8.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.6%	0.9%	0.6%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	44.8%	65.15%
Inside Regular Class 79-40% of day	20.7%	41.5%	
Inside Regular Class less than 40% of day	14.6%	13.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.7%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	40.7%
In the Regular Early Childhood Program 40-79% of time	4.4%	9.8%
In the Regular Early Childhood Program less than 40% of time	13.7%	29.3%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.8%
Service Provider Location	9.4%	19.5%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	42.9%	
Acquisition and use of knowledge and skills	63.0%	37.5%	
Appropriate behaviors to meet needs	70.6%	35.7%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	72.4%	
Acquisition and use of knowledge and skills	57.8%	65.5%	
Appropriate behaviors to meet needs	74.3%	69.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.0%	
Students Ages 3-21 Received ESYS	88.8%	80.6%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	90.0%	
Ages 6 to 21	90.6%	92.0%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: St. Helena Parish
Total Public Population: 1,196

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	14.5%
Gifted/Talented Students ^a	3.7%	1.6%
Regular Education Students ^a	84.5%	83.9%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	66.7%	34.0%	67.3%	65.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	9.0%	18.6%	6.1%	9.7%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	20.0%
GED/Skills Options	10.7%	13.3%
Certificate of Achievement	10.1%	6.7%
Dropped Out	26.3%	6.7%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	16.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	76.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	15.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	77.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	0.0%	74.4%	1.5%
Proficient LEAP 4 th grade Math	51.3%	18.2%	73.9%	32.4%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	28.6%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	27.9%
Proficient GEE ELA	22.2%	0.0%	67.2%	42.9%
Proficient GEE Math	39.6%	0.0%	74.8%	58.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	22.2%	53.5%	70.3%	35.4%	42.7%	0.0%	57.9%	71.5%	23.1%	
4 th grade	45.6%	33.3%		72.0%	32.4%	39.7%	20.0%		72.2%	1.4%	
5 th grade	43.9%	21.1%		72.3%	34.6%	36.0%	15.8%		71.4%	32.1%	
6 th grade	36.6%	0.0%		71.5%	30.3%	35.4%	0.0%		74.2%	27.6%	
7 th grade	35.0%	16.7%		70.2%	40.6%	32.8%	16.7%		70.9%	45.3%	
8 th grade	24.7%	6.3%		61.8%	27.1%	25.7%	0.0%		65.0%	28.2%	
10 th grade	32.9%	12.5%		74.8%	58.9%	29.3%	0.0%		67.3%	42.9%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	16.9%	10.7%	17.6%
Suspensions Out-of-School & Alternate Site	14.9%	17.4%	12.4%	16.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.5%	2.5%	0.9%	1.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	84.1%	65.15%
Inside Regular Class 79-40% of day	20.7%	6.7%	
Inside Regular Class less than 40% of day	14.6%	8.5%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.6%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	10.0%	
Students Ages 3-21 Received ESYS	88.8%	90.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	97.8%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: St. James Parish
Total Public Population: 3,972

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	12.0%
Gifted/Talented Students ^a	3.7%	2.0%
Regular Education Students ^a	84.5%	86.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	25.0%	34.0%	67.3%	77.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	7.5%	18.6%	6.1%	4.4%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	16.1%
GED/Skills Options	10.7%	9.7%
Certificate of Achievement	10.1%	16.1%
Dropped Out	26.3%	29.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	16.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	77.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	15.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	78.5%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	57.9%	74.4%	76.5%
Proficient LEAP 4 th grade Math	51.3%	55.0%	73.9%	73.1%
Proficient LEAP 8 th grade ELA	23.9%	5.9%	67.2%	64.3%
Proficient LEAP 8 th grade Math	28.2%	38.9%	64.2%	62.9%
Proficient GEE ELA	22.2%	0.0%	67.2%	66.4%
Proficient GEE Math	39.6%	12.5%	74.8%	84.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	41.5%	53.5%	70.3%	73.6%	42.7%	29.3%	57.9%	71.5%	82.1%	
4 th grade	45.6%	50.0%		72.0%	71.5%	39.7%	50.0%		72.2%	76.7%	
5 th grade	43.9%	46.2%		72.3%	72.1%	36.0%	26.9%		71.4%	70.0%	
6 th grade	36.6%	27.8%		71.5%	73.5%	35.4%	44.4%		74.2%	80.0%	
7 th grade	35.0%	37.5%		70.2%	66.3%	32.8%	28.1%		70.9%	63.8%	
8 th grade	24.7%	22.9%		61.8%	59.9%	25.7%	5.9%		65.0%	60.9%	
10 th grade	32.9%	9.1%		74.8%	83.9%	29.3%	0.0%		67.3%	66.5%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	15.6%	10.7%	19.1%
Suspensions Out-of-School & Alternate Site	14.9%	17.4%	12.4%	18.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	1.1%	0.9%	1.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	6.0%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	82.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	8.3%	
Inside Regular Class less than 40% of day	14.6%	9.1%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.5%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	87.4%
In the Regular Early Childhood Program 40-79% of time	4.4%	3.2%
In the Regular Early Childhood Program less than 40% of time	13.7%	3.2%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	2.1%
Service Provider Location	9.4%	4.2%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	0.0%	
Acquisition and use of knowledge and skills	63.0%	100.0%	
Appropriate behaviors to meet needs	70.6%	100.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	0.0%	
Acquisition and use of knowledge and skills	57.8%	0.0%	
Appropriate behaviors to meet needs	74.3%	100.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.8%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	91.3%	
Ages 6 to 21	90.6%	93.5%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: St. John the Baptist Parish
Total Public Population: 6,287

School Year: 2009-2010

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:

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

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	State	Local
Students with Disabilities ^a	11.8%	12.7%
Gifted/Talented Students ^a	3.7%	2.0%
Regular Education Students ^a	84.5%	85.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	37.5%	34.0%	67.3%	58.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	17.5%	18.6%	6.1%	9.3%

	Special Ed.	
	State	Local
High School Diploma	21.9%	29.3%
GED/Skills Options	10.7%	20.7%
Certificate of Achievement	10.1%	9.8%
Dropped Out	26.3%	6.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	11.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	7.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	80.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	11.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	7.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	81.1%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	39.1%	74.4%	81.2%
Proficient LEAP 4 th grade Math	51.3%	48.9%	73.9%	84.3%
Proficient LEAP 8 th grade ELA	23.9%	29.4%	67.2%	76.4%
Proficient LEAP 8 th grade Math	28.2%	44.1%	64.2%	75.1%
Proficient GEE ELA	22.2%	6.3%	67.2%	64.3%
Proficient GEE Math	39.6%	31.3%	74.8%	81.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	99.8%	99.9%	100.0%		100.0%	99.8%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	99.7%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	41.1%	53.5%	70.3%	61.4%	42.7%	33.9%	57.9%	71.5%	64.8%
4 th grade	45.6%	43.6%		72.0%	84.0%	39.7%	41.0%		72.2%	79.6%
5 th grade	43.9%	20.4%		72.3%	62.9%	36.0%	14.8%		71.4%	63.7%
6 th grade	36.6%	42.2%		71.5%	74.1%	35.4%	33.3%		74.2%	70.1%
7 th grade	35.0%	31.8%		70.2%	74.0%	32.8%	16.4%		70.9%	70.6%
8 th grade	24.7%	49.0%		61.8%	73.5%	25.7%	37.3%		65.0%	74.8%
10 th grade	32.9%	22.2%		74.8%	81.6%	29.3%	8.3%		67.3%	65.0%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	26.0%	10.7%	22.9%
Suspensions Out-of-School & Alternate Site	14.9%	18.0%	12.4%	12.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.8%	0.9%	0.8%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	77.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	12.1%	
Inside Regular Class less than 40% of day	14.6%	9.7%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.4%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	52.6%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.9%
In the Regular Early Childhood Program less than 40% of time	13.7%	5.3%
Attending a Special Education Program – Separate Class	5.7%	4.4%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	12.3%
Service Provider Location	9.4%	24.6%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	56.3%	
Acquisition and use of knowledge and skills	63.0%	68.4%	
Appropriate behaviors to meet needs	70.6%	66.7%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	82.1%	
Acquisition and use of knowledge and skills	57.8%	74.4%	
Appropriate behaviors to meet needs	74.3%	87.2%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	37.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	94.4%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.7%	
Students Ages 3-21 Received ESYS	88.8%	92.5%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	95.5%	
Ages 6 to 21	90.6%	83.2%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: St. Landry Parish
Total Public Population: 15,109

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	11.9%
Gifted/Talented Students ^a	3.7%	1.9%
Regular Education Students ^a	84.5%	86.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	46.7%	34.0%	67.3%	66.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	11.8%	18.6%	6.1%	6.3%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	21.3%
GED/Skills Options	10.7%	8.9%
Certificate of Achievement	10.1%	11.2%
Dropped Out	26.3%	34.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	7.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	16.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	76.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	7.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	16.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	76.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	44.2%	74.4%	74.6%
Proficient LEAP 4 th grade Math	51.3%	50.4%	73.9%	67.9%
Proficient LEAP 8 th grade ELA	23.9%	20.0%	67.2%	68.5%
Proficient LEAP 8 th grade Math	28.2%	20.0%	64.2%	61.0%
Proficient GEE ELA	22.2%	52.0%	67.2%	70.1%
Proficient GEE Math	39.6%	40.0%	74.8%	77.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	99.9%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	99.9%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	96.4%		99.8%	100.0%	98.8%	98.2%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	43.2%	53.5%	70.3%	68.7%	42.7%	42.0%	57.9%	71.5%	70.5%
4 th grade	45.6%	45.4%		72.0%	67.8%	39.7%	40.0%		72.2%	73.8%
5 th grade	43.9%	37.2%		72.3%	65.3%	36.0%	36.0%		71.4%	74.1%
6 th grade	36.6%	33.1%		71.5%	67.7%	35.4%	36.2%		74.2%	78.1%
7 th grade	35.0%	33.6%		70.2%	65.1%	32.8%	35.0%		70.9%	73.2%
8 th grade	24.7%	15.5%		61.8%	59.8%	25.7%	19.4%		65.0%	67.6%
10 th grade	32.9%	31.5%		74.8%	77.3%	29.3%	40.7%		67.3%	70.5%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.2%	10.7%	3.5%
Suspensions Out-of-School & Alternate Site	14.9%	13.2%	12.4%	10.4%
Expulsions In-School	0.1%	1.0%	0.1%	0.8%
Expulsions Out-of-School & Alternate Site	0.5%	0.1%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.4%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	55.1%	65.15%
Inside Regular Class 79-40% of day	20.7%	27.4%	
Inside Regular Class less than 40% of day	14.6%	16.2%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.4%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	67.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	1.5%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.7%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	23.9%
Service Provider Location	9.4%	6.7%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	66.7%	
Acquisition and use of knowledge and skills	63.0%	70.8%	
Appropriate behaviors to meet needs	70.6%	91.3%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	63.0%	
Acquisition and use of knowledge and skills	57.8%	66.7%	
Appropriate behaviors to meet needs	74.3%	74.1%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.0%	
Students Ages 3-21 Received ESYS	88.8%	92.3%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

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^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: St. Martin Parish
Total Public Population: 8,453

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	10.4%
Gifted/Talented Students ^a	3.7%	1.4%
Regular Education Students ^a	84.5%	88.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	25.0%	34.0%	67.3%	63.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	14.0%	18.6%	6.1%	5.8%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	26.3%
GED/Skills Options	10.7%	15.0%
Certificate of Achievement	10.1%	3.8%
Dropped Out	26.3%	25.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	8.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	12.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	78.5%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	8.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	13.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	77.4%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	50.0%	74.4%	61.4%
Proficient LEAP 4 th grade Math	51.3%	68.3%	73.9%	69.1%
Proficient LEAP 8 th grade ELA	23.9%	12.8%	67.2%	56.2%
Proficient LEAP 8 th grade Math	28.2%	34.3%	64.2%	56.2%
Proficient GEE ELA	22.2%	16.7%	67.2%	66.1%
Proficient GEE Math	39.6%	8.3%	74.8%	77.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	99.8%	100.0%	100.0%	98.78%	100.0%	99.8%
4 th grade	100.0%	100.0%		100.0%	99.8%	100.0%	100.0%		100.0%	99.8%
5 th grade	99.9%	98.0%		100.0%	100.0%	99.9%	98.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	99.8%	99.8%	98.5%		99.9%	99.8%
7 th grade	99.4%	100.0%		99.9%	99.8%	99.7%	100.0%		99.9%	99.8%
8 th grade	99.3%	93.1%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	53.5%	53.5%	70.3%	82.4%	42.7%	47.9%	57.9%	71.5%	80.9%
4 th grade	45.6%	60.8%		72.0%	67.5%	39.7%	41.2%		72.2%	59.1%
5 th grade	43.9%	47.9%		72.3%	66.5%	36.0%	35.4%		71.4%	54.4%
6 th grade	36.6%	43.3%		71.5%	74.7%	35.4%	43.3%		74.2%	75.3%
7 th grade	35.0%	44.9%		70.2%	62.9%	32.8%	30.6%		70.9%	63.7%
8 th grade	24.7%	20.0%		61.8%	55.2%	25.7%	16.9%		65.0%	54.0%
10 th grade	32.9%	13.6%		74.8%	76.7%	29.3%	18.2%		67.3%	66.6%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	13.2%	10.7%	14.7%
Suspensions Out-of-School & Alternate Site	14.9%	16.0%	12.4%	14.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	1.0%	0.9%	1.6%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	3.1%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	70.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	14.2%	
Inside Regular Class less than 40% of day	14.6%	13.4%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.4%	
Correctional Facilities	0.4%	0.5%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.4%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	70.3%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.8%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	12.5%
Service Provider Location	9.4%	16.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	55.0%	
Acquisition and use of knowledge and skills	63.0%	69.2%	
Appropriate behaviors to meet needs	70.6%	57.9%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	75.0%	
Acquisition and use of knowledge and skills	57.8%	72.5%	
Appropriate behaviors to meet needs	74.3%	77.5%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.5%	
Students Ages 3-21 Received ESYS	88.8%	72.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	98.3%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: St. Mary Parish
Total Public Population: 9,451

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	14.2%
Gifted/Talented Students ^a	3.7%	5.5%
Regular Education Students ^a	84.5%	80.4%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	23.2%	34.0%	67.3%	67.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	10.8%	18.6%	6.1%	4.7%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	15.0%
GED/Skills Options	10.7%	24.3%
Certificate of Achievement	10.1%	10.0%
Dropped Out	26.3%	17.9%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	7.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	15.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	76.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	7.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	15.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	77.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	48.6%	74.4%	82.6%
Proficient LEAP 4 th grade Math	51.3%	55.6%	73.9%	82.8%
Proficient LEAP 8 th grade ELA	23.9%	15.0%	67.2%	68.5%
Proficient LEAP 8 th grade Math	28.2%	16.7%	64.2%	66.5%
Proficient GEE ELA	22.2%	9.7%	67.2%	67.2%
Proficient GEE Math	39.6%	29.0%	74.8%	78.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	99.1%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	99.8%	99.4%	100.0%		99.9%	99.8%
10 th grade	99.0%	97.7%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	59.4%	53.5%	70.3%	84.9%	42.7%	53.8%	57.9%	71.5%	83.8%
4 th grade	45.6%	53.9%		72.0%	81.0%	39.7%	44.4%		72.2%	80.4%
5 th grade	43.9%	50.7%		72.3%	74.4%	36.0%	38.2%		71.4%	74.2%
6 th grade	36.6%	29.4%		71.5%	71.4%	35.4%	28.6%		74.2%	73.1%
7 th grade	35.0%	38.3%		70.2%	66.7%	32.8%	19.8%		70.9%	67.2%
8 th grade	24.7%	17.8%		61.8%	66.4%	25.7%	15.6%		65.0%	68.2%
10 th grade	32.9%	28.6%		74.8%	78.8%	29.3%	23.8%		67.3%	67.1%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.0%	10.7%	11.5%
Suspensions Out-of-School & Alternate Site	14.9%	9.4%	12.4%	7.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.7%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	63.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	23.6%	
Inside Regular Class less than 40% of day	14.6%	11.3%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.5%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	60.6%
In the Regular Early Childhood Program 40-79% of time	4.4%	5.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	7.6%
Attending a Special Education Program – Separate Class	5.7%	6.1%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	6.8%
Service Provider Location	9.4%	13.6%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	65.0%	
Acquisition and use of knowledge and skills	63.0%	66.7%	
Appropriate behaviors to meet needs	70.6%	68.2%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	75.0%	
Acquisition and use of knowledge and skills	57.8%	62.5%	
Appropriate behaviors to meet needs	74.3%	80.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	88.9%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.6%	
Students Ages 3-21 Received ESYS	88.8%	86.5%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	83.3%	
Ages 6 to 21	90.6%	87.7%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: St. Tammany Parish
Total Public Population: 36,428

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	16.2%
Gifted/Talented Students ^a	3.7%	8.7%
Regular Education Students ^a	84.5%	75.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	46.7%	34.0%	67.3%	77.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	7.5%	18.6%	6.1%	3.5%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	37.8%
GED/Skills Options	10.7%	8.5%
Certificate of Achievement	10.1%	4.8%
Dropped Out	26.3%	19.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	16.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	77.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	16.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	77.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	60.8%	74.4%	87.3%
Proficient LEAP 4 th grade Math	51.3%	63.8%	73.9%	87.5%
Proficient LEAP 8 th grade ELA	23.9%	33.8%	67.2%	80.5%
Proficient LEAP 8 th grade Math	28.2%	38.0%	64.2%	76.4%
Proficient GEE ELA	22.2%	36.2%	67.2%	79.0%
Proficient GEE Math	39.6%	52.8%	74.8%	83.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	99.6%		99.9%	100.0%	99.8%	99.8%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	99.9%	99.4%	100.0%		99.9%	99.9%	
10 th grade	99.0%	98.3%		99.8%	100.0%	98.8%	98.3%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	57.3%	53.5%	70.3%	88.3%	42.7%	54.5%	57.9%	71.5%	87.4%	
4 th grade	45.6%	55.3%		72.0%	87.0%	39.7%	51.3%		72.2%	86.8%	
5 th grade	43.9%	52.7%		72.3%	85.2%	36.0%	40.2%		71.4%	83.4%	
6 th grade	36.6%	44.3%		71.5%	82.4%	35.4%	49.9%		74.2%	85.5%	
7 th grade	35.0%	47.8%		70.2%	81.5%	32.8%	47.8%		70.9%	83.1%	
8 th grade	24.7%	31.7%		61.8%	75.7%	25.7%	33.2%		65.0%	80.0%	
10 th grade	32.9%	45.3%		74.8%	84.0%	29.3%	39.4%		67.3%	79.5%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	12.9%	10.7%	9.8%
Suspensions Out-of-School & Alternate Site	14.9%	10.7%	12.4%	6.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.5%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	47.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	27.6%	
Inside Regular Class less than 40% of day	14.6%	23.9%	
Separate School	0.4%	0.4%	
Residential Facility	0.2%	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	1.5%	1.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	49.4%
In the Regular Early Childhood Program 40-79% of time	4.4%	10.1%
In the Regular Early Childhood Program less than 40% of time	13.7%	18.8%
Attending a Special Education Program – Separate Class	5.7%	2.7%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	1.0%
Service Provider Location	9.4%	18.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	67.0%	
Acquisition and use of knowledge and skills	63.0%	70.8%	
Appropriate behaviors to meet needs	70.6%	77.8%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	73.9%	
Acquisition and use of knowledge and skills	57.8%	64.6%	
Appropriate behaviors to meet needs	74.3%	80.8%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.1%	
Students Ages 3-21 Received ESYS	88.8%	94.8%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	98.0%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

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^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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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.
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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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Tangipahoa Parish
Total Public Population: 19,268

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	11.5%
Gifted/Talented Students ^a	3.7%	1.7%
Regular Education Students ^a	84.5%	86.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	46.0%	34.0%	67.3%	69.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	7.7%	18.6%	6.1%	5.0%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	24.8%
GED/Skills Options	10.7%	9.0%
Certificate of Achievement	10.1%	11.3%
Dropped Out	26.3%	38.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	32.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	60.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	32.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	60.4%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	46.3%	74.4%	68.0%
Proficient LEAP 4 th grade Math	51.3%	46.9%	73.9%	66.0%
Proficient LEAP 8 th grade ELA	23.9%	23.5%	67.2%	65.4%
Proficient LEAP 8 th grade Math	28.2%	33.7%	64.2%	60.9%
Proficient GEE ELA	22.2%	16.4%	67.2%	65.5%
Proficient GEE Math	39.6%	27.9%	74.8%	70.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	99.5%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	99.9%	99.9%	100.0%		100.0%	99.9%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	99.9%
7 th grade	99.4%	100.0%		99.9%	99.9%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	99.5%		99.9%	100.0%	99.4%	99.5%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	99.9%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	45.5%	53.5%	70.3%	63.8%	42.7%	42.9%	57.9%	71.5%	64.3%
4 th grade	45.6%	39.7%		72.0%	62.4%	39.7%	38.8%		72.2%	64.0%
5 th grade	43.9%	34.4%		72.3%	67.1%	36.0%	33.6%		71.4%	65.7%
6 th grade	36.6%	33.1%		71.5%	64.1%	35.4%	30.9%		74.2%	70.5%
7 th grade	35.0%	23.3%		70.2%	57.9%	32.8%	28.9%		70.9%	63.4%
8 th grade	24.7%	24.2%		61.8%	58.7%	25.7%	24.9%		65.0%	63.5%
10 th grade	32.9%	18.6%		74.8%	70.5%	29.3%	15.7%		67.3%	65.6%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	20.3%	10.7%	19.9%
Suspensions Out-of-School & Alternate Site	14.9%	20.7%	12.4%	15.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.9%	0.9%	0.6%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	2.6%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	61.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	17.5%	
Inside Regular Class less than 40% of day	14.6%	18.8%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.5%	
Correctional Facilities	0.4%	0.7%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.5%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	69.7%
In the Regular Early Childhood Program 40-79% of time	4.4%	7.7%
In the Regular Early Childhood Program less than 40% of time	13.7%	4.2%
Attending a Special Education Program – Separate Class	5.7%	3.5%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	8.5%
Service Provider Location	9.4%	6.3%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	56.3%	
Acquisition and use of knowledge and skills	63.0%	60.0%	
Appropriate behaviors to meet needs	70.6%	63.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	65.4%	
Acquisition and use of knowledge and skills	57.8%	59.3%	
Appropriate behaviors to meet needs	74.3%	69.1%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.4%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	93.7%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Tensas Parish
Total Public Population: 720

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	16.5%
Gifted/Talented Students ^a	3.7%	4.4%
Regular Education Students ^a	84.5%	79.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	25.0%	34.0%	67.3%	57.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	6.2%	18.6%	6.1%	11.1%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	21.4%
GED/Skills Options	10.7%	7.1%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	35.7%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	37.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	56.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	35.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	58.2%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	100.0%	74.4%	74.0%
Proficient LEAP 4 th grade Math	51.3%	100.0%	73.9%	72.0%
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	31.0%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	45.0%
Proficient GEE ELA	22.2%	0.0%	67.2%	44.4%
Proficient GEE Math	39.6%	0.0%	74.8%	38.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	30.8%	53.5%	70.3%	36.7%	42.7%	0.0%	57.9%	71.5%	30.6%	
4 th grade	45.6%	90.0%		72.0%	70.7%	39.7%	80.0%		72.2%	72.4%	
5 th grade	43.9%	72.2%		72.3%	69.4%	36.0%	55.6%		71.4%	71.4%	
6 th grade	36.6%	33.3%		71.5%	51.2%	35.4%	12.5%		74.2%	69.8%	
7 th grade	35.0%	22.2%		70.2%	51.6%	32.8%	33.3%		70.9%	61.3%	
8 th grade	24.7%	0.0%		61.8%	42.9%	25.7%	0.0%		65.0%	29.6%	
10 th grade	32.9%	0.0%		74.8%	37.1%	29.3%	0.0%		67.3%	42.9%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	13.8%	10.7%	6.9%
Suspensions Out-of-School & Alternate Site	14.9%	8.0%	12.4%	16.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	1.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	3.0%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	81.1%	65.15%
Inside Regular Class 79-40% of day	20.7%	8.5%	
Inside Regular Class less than 40% of day	14.6%	10.4%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	46.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	7.7%
In the Regular Early Childhood Program less than 40% of time	13.7%	30.8%
Attending a Special Education Program – Separate Class	5.7%	7.7%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	7.7%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	33.3%	
Acquisition and use of knowledge and skills	63.0%	33.3%	
Appropriate behaviors to meet needs	70.6%	44.4%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	22.2%	
Acquisition and use of knowledge and skills	57.8%	22.2%	
Appropriate behaviors to meet needs	74.3%	44.4%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.3%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	43.9%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Terrebonne Parish
Total Public Population: 18,949

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	11.2%
Gifted/Talented Students ^a	3.7%	4.0%
Regular Education Students ^a	84.5%	84.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	19.0%	34.0%	67.3%	66.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	11.4%	18.6%	6.1%	5.7%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	15.8%
GED/Skills Options	10.7%	22.7%
Certificate of Achievement	10.1%	8.9%
Dropped Out	26.3%	40.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	7.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	15.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	76.1%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	7.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	16.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	75.7%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	36.2%	74.4%	80.6%
Proficient LEAP 4 th grade Math	51.3%	40.0%	73.9%	79.3%
Proficient LEAP 8 th grade ELA	23.9%	6.7%	67.2%	55.0%
Proficient LEAP 8 th grade Math	28.2%	9.7%	64.2%	53.3%
Proficient GEE ELA	22.2%	18.9%	67.2%	65.3%
Proficient GEE Math	39.6%	27.0%	74.8%	67.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	99.9%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	99.9%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	98.7%		99.9%	99.9%	99.7%	98.7%		99.9%	100.0%	
8 th grade	99.3%	98.8%		99.9%	99.6%	99.4%	98.2%		99.9%	99.5%	
10 th grade	99.0%	97.6%		99.8%	100.0%	98.8%	97.4%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	31.3%	53.5%	70.3%	74.5%	42.7%	38.7%	57.9%	71.5%	78.4%	
4 th grade	45.6%	34.4%		72.0%	78.1%	39.7%	29.4%		72.2%	78.4%	
5 th grade	43.9%	39.6%		72.3%	70.9%	36.0%	28.8%		71.4%	74.3%	
6 th grade	36.6%	34.3%		71.5%	73.6%	35.4%	37.2%		74.2%	81.9%	
7 th grade	35.0%	31.5%		70.2%	67.2%	32.8%	34.3%		70.9%	72.3%	
8 th grade	24.7%	9.2%		61.8%	51.3%	25.7%	8.5%		65.0%	53.5%	
10 th grade	32.9%	24.4%		74.8%	68.1%	29.3%	27.3%		67.3%	65.5%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.2%	10.7%	1.4%
Suspensions Out-of-School & Alternate Site	14.9%	19.4%	12.4%	16.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.2%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	65.3%	65.15%
Inside Regular Class 79-40% of day	20.7%	24.4%	
Inside Regular Class less than 40% of day	14.6%	8.1%	
Separate School	0.4%	1.4%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	0.8%	
Correctional Facilities	0.4%	0.1%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	2.1%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	54.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	2.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	4.3%
Attending a Special Education Program – Separate Class	5.7%	17.3%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	3.0%
Service Provider Location	9.4%	19.3%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	61.9%	
Acquisition and use of knowledge and skills	63.0%	69.4%	
Appropriate behaviors to meet needs	70.6%	72.4%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	61.3%	
Acquisition and use of knowledge and skills	57.8%	62.7%	
Appropriate behaviors to meet needs	74.3%	73.3%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	5.3%	
Students Ages 3-21 Received ESYS	88.8%	84.4%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	88.5%	
Ages 6 to 21	90.6%	72.1%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.



PERFORMANCE PROFILE

School System: Union Parish
Total Public Population: 2,661

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	13.9%
Gifted/Talented Students ^a	3.7%	0.8%
Regular Education Students ^a	84.5%	85.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	47.4%	34.0%	67.3%	62.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	5.5%	18.6%	6.1%	6.9%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	21.6%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	13.5%
Dropped Out	26.3%	8.1%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	31.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	60.5%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	31.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	60.9%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	42.1%	74.4%	53.3%
Proficient LEAP 4 th grade Math	51.3%	63.2%	73.9%	59.4%
Proficient LEAP 8 th grade ELA	23.9%	23.5%	67.2%	58.3%
Proficient LEAP 8 th grade Math	28.2%	35.3%	64.2%	55.7%
Proficient GEE ELA	22.2%	16.7%	67.2%	71.2%
Proficient GEE Math	39.6%	84.6%	74.8%	76.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	96.3%		100.0%	100.0%	99.9%	96.3%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	96.0%		99.9%	100.0%	99.7%	96.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	99.3%	98.8%	100.0%		99.8%	99.3%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	40.0%	53.5%	70.3%	57.7%	42.7%	40.0%	57.9%	71.5%	55.8%	
4 th grade	45.6%	51.1%		72.0%	55.2%	39.7%	35.6%		72.2%	50.0%	
5 th grade	43.9%	30.8%		72.3%	51.4%	36.0%	15.4%		71.4%	52.0%	
6 th grade	36.6%	23.8%		71.5%	48.5%	35.4%	47.6%		74.2%	65.5%	
7 th grade	35.0%	48.0%		70.2%	69.0%	32.8%	40.0%		70.9%	67.6%	
8 th grade	24.7%	44.4%		61.8%	53.8%	25.7%	40.0%		65.0%	57.0%	
10 th grade	32.9%	47.8%		74.8%	75.9%	29.3%	9.1%		67.3%	69.8%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.3%	10.7%	0.9%
Suspensions Out-of-School & Alternate Site	14.9%	23.6%	12.4%	19.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	81.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	12.8%	
Inside Regular Class less than 40% of day	14.6%	4.6%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	1.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	1.5%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	59.5%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	26.2%
Attending a Special Education Program – Separate Class	5.7%	2.4%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	2.4%
Service Provider Location	9.4%	9.5%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	92.9%	
Acquisition and use of knowledge and skills	63.0%	57.1%	
Appropriate behaviors to meet needs	70.6%	92.3%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	90.5%	
Acquisition and use of knowledge and skills	57.8%	47.6%	
Appropriate behaviors to meet needs	74.3%	81.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		Yes	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.7%	
Students Ages 3-21 Received ESYS	88.8%	70.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Vermilion Parish
Total Public Population: 9,105

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	12.2%
Gifted/Talented Students ^a	3.7%	1.6%
Regular Education Students ^a	84.5%	86.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	23.4%	34.0%	67.3%	67.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	9.4%	18.6%	6.1%	3.7%

	Special Ed.	
	State	Local
High School Diploma	21.9%	14.6%
GED/Skills Options	10.7%	32.3%
Certificate of Achievement	10.1%	5.2%
Dropped Out	26.3%	10.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	15.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	77.3%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	16.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	77.2%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	50.0%	74.4%	80.8%
Proficient LEAP 4 th grade Math	51.3%	50.0%	73.9%	75.3%
Proficient LEAP 8 th grade ELA	23.9%	20.3%	67.2%	77.2%
Proficient LEAP 8 th grade Math	28.2%	28.1%	64.2%	71.3%
Proficient GEE ELA	22.2%	47.1%	67.2%	74.1%
Proficient GEE Math	39.6%	70.6%	74.8%	81.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	98.7%		100.0%	100.0%	99.9%	98.7%		100.0%	100.0%
6 th grade	99.7%	99.0%		99.9%	100.0%	99.8%	99.0%		99.9%	100.0%
7 th grade	99.4%	98.4%		99.9%	100.0%	99.7%	98.4%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	43.2%	53.5%	70.3%	70.2%	42.7%	51.9%	57.9%	71.5%	76.8%
4 th grade	45.6%	47.3%		72.0%	74.0%	39.7%	40.2%		72.2%	79.4%
5 th grade	43.9%	39.2%		72.3%	74.4%	36.0%	36.7%		71.4%	76.1%
6 th grade	36.6%	35.4%		71.5%	78.8%	35.4%	32.3%		74.2%	81.8%
7 th grade	35.0%	26.7%		70.2%	74.4%	32.8%	30.0%		70.9%	77.0%
8 th grade	24.7%	21.0%		61.8%	69.9%	25.7%	18.0%		65.0%	75.6%
10 th grade	32.9%	66.7%		74.8%	81.5%	29.3%	50.0%		67.3%	74.3%

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	19.0%	10.7%	18.4%
Suspensions Out-of-School & Alternate Site	14.9%	14.1%	12.4%	9.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	1.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	83.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	7.3%	
Inside Regular Class less than 40% of day	14.6%	7.7%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.3%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	75.7%
In the Regular Early Childhood Program 40-79% of time	4.4%	1.2%
In the Regular Early Childhood Program less than 40% of time	13.7%	3.6%
Attending a Special Education Program – Separate Class	5.7%	1.8%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	1.8%
Service Provider Location	9.4%	16.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	59.5%	
Acquisition and use of knowledge and skills	63.0%	78.4%	
Appropriate behaviors to meet needs	70.6%	73.8%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	75.6%	
Acquisition and use of knowledge and skills	57.8%	76.9%	
Appropriate behaviors to meet needs	74.3%	79.5%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	76.7%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	5.5%	
Students Ages 3-21 Received ESYS	88.8%	88.1%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Vernon Parish
Total Public Population: 10,005

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	13.2%
Gifted/Talented Students ^a	3.7%	2.9%
Regular Education Students ^a	84.5%	83.9%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	67.8%	34.0%	67.3%	78.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	7.4%	18.6%	6.1%	2.8%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	20.2%
GED/Skills Options	10.7%	11.7%
Certificate of Achievement	10.1%	3.2%
Dropped Out	26.3%	6.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	11.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	82.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	11.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	82.4%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	52.5%	74.4%	86.0%
Proficient LEAP 4 th grade Math	51.3%	72.2%	73.9%	85.6%
Proficient LEAP 8 th grade ELA	23.9%	20.8%	67.2%	80.2%
Proficient LEAP 8 th grade Math	28.2%	37.0%	64.2%	79.0%
Proficient GEE ELA	22.2%	13.5%	67.2%	73.9%
Proficient GEE Math	39.6%	37.8%	74.8%	77.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	64.7%	53.5%	70.3%	80.3%	42.7%	61.6%	57.9%	71.5%	84.5%
4 th grade	45.6%	67.2%		72.0%	85.1%	39.7%	49.2%		72.2%	85.2%
5 th grade	43.9%	64.2%		72.3%	81.4%	36.0%	53.7%		71.4%	81.2%
6 th grade	36.6%	60.9%		71.5%	89.7%	35.4%	57.6%		74.2%	90.3%
7 th grade	35.0%	54.4%		70.2%	85.2%	32.8%	41.3%		70.9%	85.2%
8 th grade	24.7%	35.0%		61.8%	78.8%	25.7%	23.5%		65.0%	80.6%
10 th grade	32.9%	43.2%		74.8%	77.7%	29.3%	22.7%		67.3%	74.0%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	7.0%	10.7%	7.4%
Suspensions Out-of-School & Alternate Site	14.9%	12.1%	12.4%	10.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	71.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	22.1%	
Inside Regular Class less than 40% of day	14.6%	5.9%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.8%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	72.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	12.2%
In the Regular Early Childhood Program less than 40% of time	13.7%	4.3%
Attending a Special Education Program – Separate Class	5.7%	2.6%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	7.0%
Service Provider Location	9.4%	1.7%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	46.2%	
Acquisition and use of knowledge and skills	63.0%	46.2%	
Appropriate behaviors to meet needs	70.6%	36.4%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	42.9%	
Acquisition and use of knowledge and skills	57.8%	50.0%	
Appropriate behaviors to meet needs	74.3%	50.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	75.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	6.6%	
Students Ages 3-21 Received ESYS	88.8%	68.6%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.



PERFORMANCE PROFILE

School System: Washington Parish
Total Public Population: 5,317

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	15.4%
Gifted/Talented Students ^a	3.7%	4.9%
Regular Education Students ^a	84.5%	79.7%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	83.3%	34.0%	67.3%	85.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	4.7%	18.6%	6.1%	3.9%

	Special Ed.	
	State	Local
High School Diploma	21.9%	19.7%
GED/Skills Options	10.7%	1.6%
Certificate of Achievement	10.1%	11.5%
Dropped Out	26.3%	41.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	7.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	11.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	81.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	7.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	11.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	81.9%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	30.0%	74.4%	75.6%
Proficient LEAP 4 th grade Math	51.3%	48.3%	73.9%	80.9%
Proficient LEAP 8 th grade ELA	23.9%	17.5%	67.2%	66.2%
Proficient LEAP 8 th grade Math	28.2%	22.8%	64.2%	57.3%
Proficient GEE ELA	22.2%	27.3%	67.2%	69.0%
Proficient GEE Math	39.6%	27.3%	74.8%	69.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	44.6%	53.5%	70.3%	70.7%	42.7%	49.2%	57.9%	71.5%	67.4%	
4 th grade	45.6%	44.7%		72.0%	79.9%	39.7%	27.7%		72.2%	73.1%	
5 th grade	43.9%	42.3%		72.3%	76.8%	36.0%	30.8%		71.4%	68.3%	
6 th grade	36.6%	54.6%		71.5%	69.7%	35.4%	40.3%		74.2%	70.3%	
7 th grade	35.0%	45.5%		70.2%	67.3%	32.8%	30.3%		70.9%	65.8%	
8 th grade	24.7%	24.4%		61.8%	57.4%	25.7%	22.2%		65.0%	66.0%	
10 th grade	32.9%	43.3%		74.8%	68.8%	29.3%	43.3%		67.3%	68.8%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.6%	10.7%	10.1%
Suspensions Out-of-School & Alternate Site	14.9%	4.9%	12.4%	3.0%
Expulsions In-School	0.1%	0.3%	0.1%	0.2%
Expulsions Out-of-School & Alternate Site	0.5%	0.2%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	58.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	20.9%	
Inside Regular Class less than 40% of day	14.6%	20.0%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.4%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	79.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	6.5%
Attending a Special Education Program – Separate Class	5.7%	6.5%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	2.6%
Service Provider Location	9.4%	5.2%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	50.0%	
Acquisition and use of knowledge and skills	63.0%	33.3%	
Appropriate behaviors to meet needs	70.6%	50.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	57.1%	
Acquisition and use of knowledge and skills	57.8%	42.9%	
Appropriate behaviors to meet needs	74.3%	57.1%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.5%	
Students Ages 3-21 Received ESYS	88.8%	86.1%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Webster Parish
Total Public Population: 7,120

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	11.1%
Gifted/Talented Students ^a	3.7%	3.6%
Regular Education Students ^a	84.5%	85.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	45.7%	34.0%	67.3%	72.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	7.4%	18.6%	6.1%	4.1%

	Special Ed.	
	State	Local
High School Diploma	21.9%	27.5%
GED/Skills Options	10.7%	8.8%
Certificate of Achievement	10.1%	21.3%
Dropped Out	26.3%	11.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	8.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	37.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	53.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	8.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	38.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	52.8%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	27.3%	74.4%	60.8%
Proficient LEAP 4 th grade Math	51.3%	18.2%	73.9%	55.1%
Proficient LEAP 8 th grade ELA	23.9%	17.4%	67.2%	59.5%
Proficient LEAP 8 th grade Math	28.2%	18.2%	64.2%	53.2%
Proficient GEE ELA	22.2%	7.7%	67.2%	65.4%
Proficient GEE Math	39.6%	33.3%	74.8%	65.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		100.0%	99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		100.0%	99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		100.0%	99.9%	100.0%
10 th grade	99.0%	98.0%		99.8%	100.0%	98.8%	97.8%		100.0%	99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	35.7%	53.5%	70.3%	55.7%	42.7%	30.4%	57.9%	71.5%	55.3%	
4 th grade	45.6%	24.2%		72.0%	53.4%	39.7%	25.8%		72.2%	56.8%	
5 th grade	43.9%	30.8%		72.3%	56.9%	36.0%	16.9%		71.4%	56.4%	
6 th grade	36.6%	33.3%		71.5%	66.5%	35.4%	28.1%		74.2%	72.1%	
7 th grade	35.0%	29.6%		70.2%	66.5%	32.8%	31.8%		70.9%	65.9%	
8 th grade	24.7%	14.5%		61.8%	50.6%	25.7%	26.5%		65.0%	55.9%	
10 th grade	32.9%	30.6%		74.8%	65.9%	29.3%	21.7%		67.3%	65.9%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	6.1%
Suspensions Out-of-School & Alternate Site	14.9%	11.2%	12.4%	10.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	75.3%	65.15%
Inside Regular Class 79-40% of day	20.7%	19.9%	
Inside Regular Class less than 40% of day	14.6%	3.5%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.2%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	78.8%
In the Regular Early Childhood Program 40-79% of time	4.4%	2.5%
In the Regular Early Childhood Program less than 40% of time	13.7%	12.5%
Attending a Special Education Program – Separate Class	5.7%	6.3%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	74.1%	
Acquisition and use of knowledge and skills	63.0%	67.9%	
Appropriate behaviors to meet needs	70.6%	78.3%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	65.5%	
Acquisition and use of knowledge and skills	57.8%	48.3%	
Appropriate behaviors to meet needs	74.3%	62.1%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	37.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.9%	
Students Ages 3-21 Received ESYS	88.8%	92.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	98.0%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: West Baton Rouge Parish
Total Public Population: 3,818

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	10.0%
Gifted/Talented Students ^a	3.7%	3.2%
Regular Education Students ^a	84.5%	86.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	33.3%	34.0%	67.3%	70.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	15.6%	18.6%	6.1%	5.9%

	Special Ed.	
	State	Local
High School Diploma	21.9%	28.6%
GED/Skills Options	10.7%	4.8%
Certificate of Achievement	10.1%	9.5%
Dropped Out	26.3%	14.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	7.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	15.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	76.0%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	7.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	16.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	75.3%	99.9%	99.7%
Proficient LEAP 4 th grade ELA	45.5%	21.4%	74.4%	74.5%
Proficient LEAP 4 th grade Math	51.3%	21.4%	73.9%	76.5%
Proficient LEAP 8 th grade ELA	23.9%	33.3%	67.2%	75.6%
Proficient LEAP 8 th grade Math	28.2%	40.0%	64.2%	67.0%
Proficient GEE ELA	22.2%	28.6%	67.2%	78.9%
Proficient GEE Math	39.6%	28.6%	74.8%	82.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	99.6%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	29.0%	53.5%	70.3%	73.8%	42.7%	16.1%	57.9%	71.5%	69.4%	
4 th grade	45.6%	39.1%		72.0%	75.3%	39.7%	26.1%		72.2%	73.0%	
5 th grade	43.9%	34.5%		72.3%	66.7%	36.0%	13.8%		71.4%	67.1%	
6 th grade	36.6%	23.3%		71.5%	68.5%	35.4%	26.7%		74.2%	77.3%	
7 th grade	35.0%	19.1%		70.2%	63.3%	32.8%	42.9%		70.9%	76.0%	
8 th grade	24.7%	33.3%		61.8%	63.6%	25.7%	50.0%		65.0%	73.2%	
10 th grade	32.9%	29.4%		74.8%	83.1%	29.3%	40.0%		67.3%	79.7%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	22.5%	10.7%	18.3%
Suspensions Out-of-School & Alternate Site	14.9%	2.2%	12.4%	1.5%
Expulsions In-School	0.1%	0.9%	0.1%	0.4%
Expulsions Out-of-School & Alternate Site	0.5%	1.8%	0.9%	1.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	73.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	16.1%	
Inside Regular Class less than 40% of day	14.6%	9.9%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.8%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	90.5%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	4.8%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	2.4%
Service Provider Location	9.4%	2.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	50.0%	
Acquisition and use of knowledge and skills	63.0%	50.0%	
Appropriate behaviors to meet needs	70.6%	66.7%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	50.0%	
Acquisition and use of knowledge and skills	57.8%	16.7%	
Appropriate behaviors to meet needs	74.3%	50.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.2%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	94.1%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: West Carroll Parish
Total Public Population: 2,219

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	10.7%
Gifted/Talented Students ^a	3.7%	1.3%
Regular Education Students ^a	84.5%	88.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	18.8%	34.0%	67.3%	60.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	15.2%	18.6%	6.1%	5.1%

	Special Ed.	
	State	Local
High School Diploma	21.9%	6.7%
GED/Skills Options	10.7%	20.0%
Certificate of Achievement	10.1%	26.7%
Dropped Out	26.3%	13.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	8.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	26.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	65.3%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	8.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	24.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	67.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	43.8%	74.4%	74.2%
Proficient LEAP 4 th grade Math	51.3%	58.8%	73.9%	67.4%
Proficient LEAP 8 th grade ELA	23.9%	22.2%	67.2%	73.0%
Proficient LEAP 8 th grade Math	28.2%	30.0%	64.2%	75.0%
Proficient GEE ELA	22.2%	0.0%	67.2%	77.4%
Proficient GEE Math	39.6%	50.0%	74.8%	86.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	56.5%	53.5%	70.3%	70.8%	42.7%	52.2%	57.9%	71.5%	74.2%	
4 th grade	45.6%	52.0%		72.0%	68.1%	39.7%	40.0%		72.2%	70.8%	
5 th grade	43.9%	46.2%		72.3%	72.2%	36.0%	38.5%		71.4%	70.2%	
6 th grade	36.6%	33.3%		71.5%	76.9%	35.4%	44.4%		74.2%	76.2%	
7 th grade	35.0%	50.0%		70.2%	84.3%	32.8%	14.3%		70.9%	78.6%	
8 th grade	24.7%	25.0%		61.8%	77.1%	25.7%	18.8%		65.0%	73.2%	
10 th grade	32.9%	40.0%		74.8%	85.9%	29.3%	40.0%		67.3%	77.2%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.3%	10.7%	0.5%
Suspensions Out-of-School & Alternate Site	14.9%	7.5%	12.4%	5.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.2%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	54.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	31.0%	
Inside Regular Class less than 40% of day	14.6%	12.3%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	2.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	72.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	13.9%
Service Provider Location	9.4%	13.9%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	75.0%	
Acquisition and use of knowledge and skills	63.0%	81.8%	
Appropriate behaviors to meet needs	70.6%	92.3%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	38.5%	
Acquisition and use of knowledge and skills	57.8%	61.5%	
Appropriate behaviors to meet needs	74.3%	84.6%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	50.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.2%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: West Feliciana Parish
Total Public Population: 2,262

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	10.8%
Gifted/Talented Students ^a	3.7%	5.2%
Regular Education Students ^a	84.5%	84.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	36.8%	34.0%	67.3%	75.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	4.5%	18.6%	6.1%	2.5%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	28.6%
GED/Skills Options	10.7%	28.6%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	9.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	11.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	11.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	75.4%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	11.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	11.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	75.6%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	65.2%	74.4%	89.5%
Proficient LEAP 4 th grade Math	51.3%	60.9%	73.9%	82.7%
Proficient LEAP 8 th grade ELA	23.9%	20.0%	67.2%	76.3%
Proficient LEAP 8 th grade Math	28.2%	20.0%	64.2%	70.0%
Proficient GEE ELA	22.2%	0.0%	67.2%	78.7%
Proficient GEE Math	39.6%	40.0%	74.8%	81.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	90.0%		99.8%	100.0%	98.8%	90.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	65.0%	53.5%	70.3%	82.9%	42.7%	65.0%	57.9%	71.5%	92.9%	
4 th grade	45.6%	60.0%		72.0%	81.1%	39.7%	65.7%		72.2%	88.2%	
5 th grade	43.9%	62.5%		72.3%	83.2%	36.0%	56.3%		71.4%	83.2%	
6 th grade	36.6%	42.9%		71.5%	82.7%	35.4%	61.5%		74.2%	87.3%	
7 th grade	35.0%	80.0%		70.2%	90.6%	32.8%	50.0%		70.9%	88.2%	
8 th grade	24.7%	30.8%		61.8%	68.9%	25.7%	30.8%		65.0%	74.5%	
10 th grade	32.9%	40.0%		74.8%	81.6%	29.3%	30.0%		67.3%	78.4%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.4%	10.7%	13.3%
Suspensions Out-of-School & Alternate Site	14.9%	10.6%	12.4%	10.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	87.8%	65.15%
Inside Regular Class 79-40% of day	20.7%	7.0%	
Inside Regular Class less than 40% of day	14.6%	4.4%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.9%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	89.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	8.1%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	2.7%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	87.5%	
Acquisition and use of knowledge and skills	63.0%	77.8%	
Appropriate behaviors to meet needs	70.6%	100.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	82.4%	
Acquisition and use of knowledge and skills	57.8%	70.6%	
Appropriate behaviors to meet needs	74.3%	100.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.4%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

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^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^g 2008-09 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.

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^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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.
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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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Winn Parish
Total Public Population: 2,603

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	11.5%
Gifted/Talented Students ^a	3.7%	3.6%
Regular Education Students ^a	84.5%	84.9%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	10.0%	34.0%	67.3%	64.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	5.2%	18.6%	6.1%	3.3%

	Special Ed.	
	State	Local
High School Diploma	21.9%	20.0%
GED/Skills Options	10.7%	51.4%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	8.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	10.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	29.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	59.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	10.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	29.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	59.9%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	18.2%	74.4%	73.9%
Proficient LEAP 4 th grade Math	51.3%	36.4%	73.9%	65.9%
Proficient LEAP 8 th grade ELA	23.9%	42.9%	67.2%	75.3%
Proficient LEAP 8 th grade Math	28.2%	42.9%	64.2%	72.3%
Proficient GEE ELA	22.2%	66.7%	67.2%	80.9%
Proficient GEE Math	39.6%	66.7%	74.8%	85.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	47.8%	53.5%	70.3%	72.0%	42.7%	52.2%	57.9%	71.5%	73.9%	
4 th grade	45.6%	40.0%		72.0%	64.2%	39.7%	33.3%		72.2%	73.7%	
5 th grade	43.9%	36.8%		72.3%	70.0%	36.0%	26.3%		71.4%	59.5%	
6 th grade	36.6%	52.2%		71.5%	58.3%	35.4%	60.9%		74.2%	74.3%	
7 th grade	35.0%	40.0%		70.2%	66.3%	32.8%	55.0%		70.9%	77.7%	
8 th grade	24.7%	50.0%		61.8%	72.9%	25.7%	50.0%		65.0%	76.5%	
10 th grade	32.9%	66.7%		74.8%	85.5%	29.3%	66.7%		67.3%	80.4%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.8%	10.7%	8.2%
Suspensions Out-of-School & Alternate Site	14.9%	4.0%	12.4%	3.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.3%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	76.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	17.6%	
Inside Regular Class less than 40% of day	14.6%	5.9%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	93.1%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	3.4%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	3.4%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	55.6%	
Acquisition and use of knowledge and skills	63.0%	55.6%	
Appropriate behaviors to meet needs	70.6%	55.6%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	55.6%	
Acquisition and use of knowledge and skills	57.8%	55.6%	
Appropriate behaviors to meet needs	74.3%	55.6%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	31.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	97.9%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.9%	
Students Ages 3-21 Received ESYS	88.8%	83.3%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	93.5%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: City of Monroe School District
Total Public Population: 8,744

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	14.2%
Gifted/Talented Students ^a	3.7%	6.3%
Regular Education Students ^a	84.5%	79.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	25.8%	34.0%	67.3%	58.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	12.6%	18.6%	6.1%	6.6%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	8.5%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	25.6%
Dropped Out	26.3%	46.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	44.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	46.4%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	44.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	46.3%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	54.9%	74.4%	79.5%
Proficient LEAP 4 th grade Math	51.3%	78.4%	73.9%	80.9%
Proficient LEAP 8 th grade ELA	23.9%	21.7%	67.2%	53.5%
Proficient LEAP 8 th grade Math	28.2%	26.1%	64.2%	50.8%
Proficient GEE ELA	22.2%	42.1%	67.2%	64.5%
Proficient GEE Math	39.6%	68.4%	74.8%	74.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	53.1%	53.5%	70.3%	73.9%	42.7%	54.3%	57.9%	71.5%	79.0%	
4 th grade	45.6%	69.0%		72.0%	80.1%	39.7%	55.0%		72.2%	78.4%	
5 th grade	43.9%	48.3%		72.3%	75.1%	36.0%	50.6%		71.4%	76.8%	
6 th grade	36.6%	43.8%		71.5%	73.0%	35.4%	38.2%		74.2%	76.4%	
7 th grade	35.0%	31.5%		70.2%	66.3%	32.8%	40.2%		70.9%	60.1%	
8 th grade	24.7%	28.4%		61.8%	46.6%	25.7%	31.6%		65.0%	49.4%	
10 th grade	32.9%	59.7%		74.8%	74.3%	29.3%	53.9%		67.3%	64.0%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	1.5%	10.7%	0.8%
Suspensions Out-of-School & Alternate Site	14.9%	17.2%	12.4%	12.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.9%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	81.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	8.6%	
Inside Regular Class less than 40% of day	14.6%	9.2%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.2%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	75.4%
In the Regular Early Childhood Program 40-79% of time	4.4%	3.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	17.2%
Attending a Special Education Program – Separate Class	5.7%	3.3%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.8%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	90.9%	
Acquisition and use of knowledge and skills	63.0%	80.8%	
Appropriate behaviors to meet needs	70.6%	94.4%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	83.9%	
Acquisition and use of knowledge and skills	57.8%	71.0%	
Appropriate behaviors to meet needs	74.3%	87.1%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	95.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.9%	
Students Ages 3-21 Received ESYS	88.8%	87.5%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: City of Bogalusa School District
Total Public Population: 2,258

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	21.6%
Gifted/Talented Students ^a	3.7%	4.4%
Regular Education Students ^a	84.5%	74.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	10.2%	18.6%	6.1%	8.0%

	Special Ed.	
	State	Local
High School Diploma	21.9%	29.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	16.1%
Dropped Out	26.3%	19.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	17.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	77.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	17.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	76.5%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	28.0%	74.4%	70.2%
Proficient LEAP 4 th grade Math	51.3%	32.0%	73.9%	67.8%
Proficient LEAP 8 th grade ELA	23.9%	60.0%	67.2%	70.9%
Proficient LEAP 8 th grade Math	28.2%	40.0%	64.2%	60.0%
Proficient GEE ELA	22.2%	0.0%	67.2%	76.3%
Proficient GEE Math	39.6%	33.3%	74.8%	67.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	39.0%	53.5%	70.3%	61.4%	42.7%	36.6%	57.9%	71.5%	66.4%	
4 th grade	45.6%	43.8%		72.0%	68.1%	39.7%	43.8%		72.2%	68.9%	
5 th grade	43.9%	47.7%		72.3%	63.9%	36.0%	36.4%		71.4%	51.9%	
6 th grade	36.6%	20.9%		71.5%	56.2%	35.4%	37.2%		74.2%	68.6%	
7 th grade	35.0%	13.5%		70.2%	53.4%	32.8%	32.4%		70.9%	68.0%	
8 th grade	24.7%	37.5%		61.8%	58.6%	25.7%	45.8%		65.0%	69.4%	
10 th grade	32.9%	46.2%		74.8%	66.7%	29.3%	50.0%		67.3%	76.0%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	13.9%	10.7%	11.7%
Suspensions Out-of-School & Alternate Site	14.9%	11.8%	12.4%	9.2%
Expulsions In-School	0.1%	1.0%	0.1%	1.9%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.4%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	68.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	8.9%	
Inside Regular Class less than 40% of day	14.6%	21.3%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.9%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	78.9%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	2.6%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	5.3%
Service Provider Location	9.4%	13.2%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	63.6%	
Acquisition and use of knowledge and skills	63.0%	70.0%	
Appropriate behaviors to meet needs	70.6%	42.9%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	80.8%	
Acquisition and use of knowledge and skills	57.8%	61.5%	
Appropriate behaviors to meet needs	74.3%	84.6%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.6%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	92.0%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

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^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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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12. **Transition from Part C** – percent of children referred 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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Zachary Community School District
Total Public Population: 4,951

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	9.5%
Gifted/Talented Students ^a	3.7%	6.3%
Regular Education Students ^a	84.5%	84.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	62.5%	34.0%	67.3%	87.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	2.6%	18.6%	6.1%	1.1%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	25.0%
GED/Skills Options	10.7%	22.5%
Certificate of Achievement	10.1%	12.5%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	21.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	73.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	21.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	73.6%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	66.7%	74.4%	95.6%
Proficient LEAP 4 th grade Math	51.3%	66.7%	73.9%	92.7%
Proficient LEAP 8 th grade ELA	23.9%	36.0%	67.2%	83.6%
Proficient LEAP 8 th grade Math	28.2%	28.0%	64.2%	79.7%
Proficient GEE ELA	22.2%	50.0%	67.2%	79.3%
Proficient GEE Math	39.6%	50.0%	74.8%	86.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	60.5%	53.5%	70.3%	86.1%	42.7%	62.8%	57.9%	71.5%	87.4%	
4 th grade	45.6%	62.0%		72.0%	93.5%	39.7%	60.0%		72.2%	96.3%	
5 th grade	43.9%	64.4%		72.3%	85.8%	36.0%	60.0%		71.4%	90.2%	
6 th grade	36.6%	46.7%		71.5%	88.2%	35.4%	70.0%		74.2%	92.8%	
7 th grade	35.0%	45.5%		70.2%	81.6%	32.8%	42.4%		70.9%	89.3%	
8 th grade	24.7%	23.7%		61.8%	79.3%	25.7%	36.8%		65.0%	83.2%	
10 th grade	32.9%	28.6%		74.8%	87.3%	29.3%	33.3%		67.3%	79.9%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	12.9%	10.7%	7.9%
Suspensions Out-of-School & Alternate Site	14.9%	6.3%	12.4%	2.1%
Expulsions In-School	0.1%	0.2%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.8%	0.9%	0.7%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	2.5%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	62.4%	65.15%
Inside Regular Class 79-40% of day	20.7%	17.3%	
Inside Regular Class less than 40% of day	14.6%	20.0%	
Separate School	0.4%	0.0%	11.35%
Residential Facility	0.2%	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	1.5%	0.2%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	70.9%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	18.2%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	9.1%
Service Provider Location	9.4%	1.8%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	28.6%	
Acquisition and use of knowledge and skills	63.0%	37.5%	
Appropriate behaviors to meet needs	70.6%	42.9%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	68.8%	
Acquisition and use of knowledge and skills	57.8%	62.5%	
Appropriate behaviors to meet needs	74.3%	68.8%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	57.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.6%	
Students Ages 3-21 Received ESYS	88.8%	87.5%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: City of Baker School District
Total Public Population: 1,969

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	12.2%
Gifted/Talented Students ^a	3.7%	0.2%
Regular Education Students ^a	84.5%	87.6%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	6.3%	34.0%	67.3%	52.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	6.6%	18.6%	6.1%	9.8%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	20.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	45.0%
Dropped Out	26.3%	10.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	51.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	43.3%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	51.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	43.3%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	44.4%	74.4%	50.3%
Proficient LEAP 4 th grade Math	51.3%	55.6%	73.9%	43.5%
Proficient LEAP 8 th grade ELA	23.9%	25.0%	67.2%	55.0%
Proficient LEAP 8 th grade Math	28.2%	25.0%	64.2%	29.3%
Proficient GEE ELA	22.2%	0.0%	67.2%	47.5%
Proficient GEE Math	39.6%	0.0%	74.8%	46.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	13.6%	53.5%	70.3%	30.3%	42.7%	13.6%	57.9%	71.5%	47.7%
4 th grade	45.6%	37.5%		72.0%	43.4%	39.7%	28.1%		72.2%	49.4%
5 th grade	43.9%	13.3%		72.3%	38.7%	36.0%	20.0%		71.4%	53.2%
6 th grade	36.6%	16.7%		71.5%	28.2%	35.4%	16.7%		74.2%	53.9%
7 th grade	35.0%	9.1%		70.2%	24.0%	32.8%	36.4%		70.9%	43.8%
8 th grade	24.7%	14.8%		61.8%	29.7%	25.7%	22.2%		65.0%	52.4%
10 th grade	32.9%	12.5%		74.8%	46.1%	29.3%	0.0%		67.3%	47.5%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	22.1%	10.7%	16.0%
Suspensions Out-of-School & Alternate Site	14.9%	11.4%	12.4%	6.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.3%
Expulsions Out-of-School & Alternate Site	0.5%	1.0%	0.9%	1.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	3.5%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	58.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	18.2%	
Inside Regular Class less than 40% of day	14.6%	20.1%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	2.8%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	2.8%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	68.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	13.6%
In the Regular Early Childhood Program less than 40% of time	13.7%	18.2%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	100.0%	
Acquisition and use of knowledge and skills	57.8%	100.0%	
Appropriate behaviors to meet needs	74.3%	100.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.7%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	86.2%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Central Community School District
Total Public Population: 3,806

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	7.1%
Gifted/Talented Students ^a	3.7%	2.5%
Regular Education Students ^a	84.5%	90.4%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	66.7%	34.0%	67.3%	87.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	9.8%	18.6%	6.1%	3.1%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	23.1%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	15.4%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	22.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	68.4%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	22.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	68.2%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	44.4%	74.4%	85.2%
Proficient LEAP 4 th grade Math	51.3%	61.1%	73.9%	80.8%
Proficient LEAP 8 th grade ELA	23.9%	33.3%	67.2%	74.6%
Proficient LEAP 8 th grade Math	28.2%	16.7%	64.2%	70.2%
Proficient GEE ELA	22.2%	40.0%	67.2%	73.2%
Proficient GEE Math	39.6%	80.0%	74.8%	83.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	61.5%	53.5%	70.3%	84.0%	42.7%	69.2%	57.9%	71.5%	96.0%	
4 th grade	45.6%	39.4%		72.0%	80.6%	39.7%	27.3%		72.2%	84.1%	
5 th grade	43.9%	57.9%		72.3%	84.4%	36.0%	52.6%		71.4%	84.4%	
6 th grade	36.6%	38.5%		71.5%	77.9%	35.4%	23.1%		74.2%	80.1%	
7 th grade	35.0%	60.0%		70.2%	75.2%	32.8%	30.0%		70.9%	74.4%	
8 th grade	24.7%	15.8%		61.8%	69.4%	25.7%	31.6%		65.0%	74.0%	
10 th grade	32.9%	66.7%		74.8%	83.7%	29.3%	60.0%		67.3%	73.5%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.1%
Suspensions Out-of-School & Alternate Site	14.9%	14.7%	12.4%	10.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.6%	0.9%	0.7%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	60.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	13.5%	
Inside Regular Class less than 40% of day	14.6%	24.5%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.3%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	51.2%
In the Regular Early Childhood Program 40-79% of time	4.4%	2.4%
In the Regular Early Childhood Program less than 40% of time	13.7%	14.6%
Attending a Special Education Program – Separate Class	5.7%	4.9%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	19.5%
Service Provider Location	9.4%	7.3%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	66.7%	
Acquisition and use of knowledge and skills	63.0%	66.7%	
Appropriate behaviors to meet needs	70.6%	33.3%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	75.0%	
Acquisition and use of knowledge and skills	57.8%	75.0%	
Appropriate behaviors to meet needs	74.3%	50.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	57.1%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.8%	
Students Ages 3-21 Received ESYS	88.8%	75.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	50.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

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^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 school year.

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

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State Performance Plan Indicators

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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 2010-11 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**
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 - c. **In separate schools, residential placements, or homebound or hospital placements**
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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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Special School District
Total Public Population: 545

School Year: 2009-2010

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><u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement</p>	<p><u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes</p>
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Gifted/Talented Students ^a	3.7%	0.9%
Regular Education Students ^a	84.5%	27.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	32.8%	18.6%	6.1%	33.8%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	4.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	81.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	21.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	58.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	18.8%	99.9%	97.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	21.0%	n/a	
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Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	50.0%
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	50.0%
Proficient LEAP 8 th grade ELA	23.9%	33.3%	67.2%	27.3%
Proficient LEAP 8 th grade Math	28.2%	33.3%	64.2%	33.3%
Proficient GEE ELA	22.2%	n/a	67.2%	66.7%
Proficient GEE Math	39.6%	n/a	74.8%	33.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	80.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	n/a	99.9%	100.0%		100.0%	n/a
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	87.5%	99.7%	100.0%		99.9%	87.5%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	50.0%	53.5%	70.3%	50.0%	42.7%	50.0%	57.9%	71.5%	50.0%
4 th grade	45.6%	25.0%		72.0%	50.0%	39.7%	25.0%		72.2%	50.0%
5 th grade	43.9%	16.7%		72.3%	n/a	36.0%	33.3%		71.4%	n/a
6 th grade	36.6%	16.7%		71.5%	50.0%	35.4%	16.7%		74.2%	50.0%
7 th grade	35.0%	16.7%		70.2%	28.6%	32.8%	16.7%		70.9%	28.6%
8 th grade	24.7%	4.8%		61.8%	23.1%	25.7%	9.5%		65.0%	15.4%
10 th grade	32.9%	20.0%		74.8%	n/a	29.3%	40.0%		67.3%	66.7%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	0.0%	12.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	1.4%	65.15%
Inside Regular Class 79-40% of day	20.7%	1.4%	
Inside Regular Class less than 40% of day	14.6%	1.1%	11.35%
Separate School	0.4%	3.3%	
Residential Facility	0.2%	14.3%	
Homebound/Hospital	0.9%	14.3%	
Correctional Facilities	0.4%	64.2%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	32.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	98.4%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-UNO New Beginnings Schools Foundation
Total Public Population: 1,209

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	6.5%
Gifted/Talented Students ^a	3.7%	1.0%
Regular Education Students ^a	84.5%	92.6%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	11.1%
GED/Skills Options	10.7%	22.2%
Certificate of Achievement	10.1%	33.3%
Dropped Out	26.3%	11.1%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	2.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	31.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	66.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	2.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	32.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	65.3%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	50.0%	74.4%	63.0%
Proficient LEAP 4 th grade Math	51.3%	75.0%	73.9%	61.7%
Proficient LEAP 8 th grade ELA	23.9%	25.0%	67.2%	38.7%
Proficient LEAP 8 th grade Math	28.2%	66.7%	64.2%	49.3%
Proficient GEE ELA	22.2%	n/a	67.2%	64.4%
Proficient GEE Math	39.6%	0.0%	74.8%	53.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	98.6%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	100.0%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	37.5%	53.5%	70.3%	52.3%	42.7%	12.5%	57.9%	71.5%	47.7%	
4 th grade	45.6%	50.0%		72.0%	57.9%	39.7%	33.3%		72.2%	54.7%	
5 th grade	43.9%	0.0%		72.3%	38.0%	36.0%	37.5%		71.4%	40.9%	
6 th grade	36.6%	16.7%		71.5%	44.3%	35.4%	16.7%		74.2%	43.0%	
7 th grade	35.0%	12.5%		70.2%	50.0%	32.8%	0.0%		70.9%	42.9%	
8 th grade	24.7%	50.0%		61.8%	47.4%	25.7%	25.0%		65.0%	36.8%	
10 th grade	32.9%	0.0%		74.8%	52.9%	29.3%	0.0%		67.3%	63.7%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	5.8%	10.7%	10.7%
Suspensions Out-of-School & Alternate Site	14.9%	27.9%	12.4%	20.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	90.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	6.5%	
Inside Regular Class less than 40% of day	14.6%	1.3%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	1.3%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	87.5%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Louisiana School for the Deaf
Total Public Population: 166

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	99.4%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	0.6%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	7.6%	18.6%	6.1%	7.6%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	60.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	11.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	41.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	48.0%	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	11.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	40.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	49.0%	99.9%	n/a
Proficient LEAP 4 th grade ELA	45.5%	11.1%	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	22.2%	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	33.3%	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	50.0%	64.2%	n/a
Proficient GEE ELA	22.2%	0.0%	67.2%	n/a
Proficient GEE Math	39.6%	0.0%	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	n/a	100.0%	100.0%	98.78%	100.0%	n/a	
4 th grade	100.0%	100.0%		100.0%	n/a	100.0%	100.0%		100.0%	n/a	
5 th grade	99.9%	100.0%		100.0%	n/a	99.9%	100.0%		100.0%	n/a	
6 th grade	99.7%	100.0%		99.9%	n/a	99.8%	100.0%		99.9%	n/a	
7 th grade	99.4%	100.0%		99.9%	n/a	99.7%	100.0%		99.9%	n/a	
8 th grade	99.3%	100.0%		99.9%	n/a	99.4%	100.0%		99.9%	n/a	
10 th grade	99.0%	100.0%		99.8%	n/a	98.8%	100.0%		99.8%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	0.0%	53.5%	70.3%	n/a	42.7%	0.0%	57.9%	71.5%	n/a	
4 th grade	45.6%	23.5%		72.0%	n/a	39.7%	11.8%		72.2%	n/a	
5 th grade	43.9%	11.1%		72.3%	n/a	36.0%	0.0%		71.4%	n/a	
6 th grade	36.6%	33.3%		71.5%	n/a	35.4%	22.2%		74.2%	n/a	
7 th grade	35.0%	33.3%		70.2%	n/a	32.8%	16.7%		70.9%	n/a	
8 th grade	24.7%	27.8%		61.8%	n/a	25.7%	16.7%		65.0%	n/a	
10 th grade	32.9%	11.1%		74.8%	n/a	29.3%	22.2%		67.3%	n/a	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	21.6%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	6.8%	12.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	0.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.7%	11.35%
Separate School	0.4%	98.7%	
Residential Facility	0.2%	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	1.5%	99.3%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	11.1%
Attending a Special Education Program – Separate School	0.1%	88.9%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	50.0%	
Acquisition and use of knowledge and skills	63.0%	33.3%	
Appropriate behaviors to meet needs	70.6%	50.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	75.0%	
Acquisition and use of knowledge and skills	57.8%	50.0%	
Appropriate behaviors to meet needs	74.3%	75.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	37.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	20.5%	
Students Ages 3-21 Received ESYS	88.8%	92.3%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Louisiana School for the Visually Impaired
Total Public Population: 82

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	100.0%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	0.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	0.0%	18.6%	6.1%	0.0%

	Special Ed.	
	State	Local
High School Diploma	21.9%	60.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	20.0%
Dropped Out	26.3%	10.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	30.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	15.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	53.9%	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	30.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	15.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	53.9%	99.9%	n/a
Proficient LEAP 4 th grade ELA	45.5%	16.7%	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	0.0%	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	n/a
Proficient GEE ELA	22.2%	0.0%	67.2%	n/a
Proficient GEE Math	39.6%	0.0%	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	n/a	100.0%	100.0%	98.78%	100.0%	n/a	
4 th grade	100.0%	100.0%		100.0%	n/a	100.0%	100.0%		100.0%	n/a	
5 th grade	99.9%	100.0%		100.0%	n/a	99.9%	100.0%		100.0%	n/a	
6 th grade	99.7%	100.0%		99.9%	n/a	99.8%	100.0%		99.9%	n/a	
7 th grade	99.4%	100.0%		99.9%	n/a	99.7%	100.0%		99.9%	n/a	
8 th grade	99.3%	100.0%		99.9%	n/a	99.4%	100.0%		99.9%	n/a	
10 th grade	99.0%	100.0%		99.8%	n/a	98.8%	100.0%		99.8%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	0.0%	53.5%	70.3%	n/a	42.7%	0.0%	57.9%	71.5%	n/a	
4 th grade	45.6%	11.1%		72.0%	n/a	39.7%	22.2%		72.2%	n/a	
5 th grade	43.9%	0.0%		72.3%	n/a	36.0%	20.0%		71.4%	n/a	
6 th grade	36.6%	25.0%		71.5%	n/a	35.4%	0.0%		74.2%	n/a	
7 th grade	35.0%	0.0%		70.2%	n/a	32.8%	0.0%		70.9%	n/a	
8 th grade	24.7%	0.0%		61.8%	n/a	25.7%	0.0%		65.0%	n/a	
10 th grade	32.9%	0.0%		74.8%	n/a	29.3%	0.0%		67.3%	n/a	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	n/a
Suspensions Out-of-School & Alternate Site	14.9%	3.7%	12.4%	n/a
Expulsions In-School	0.1%	0.0%	0.1%	n/a
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	n/a

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.1%	No

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	1.3%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	79.2%	
Residential Facility	0.2%	19.5%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	98.7%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	100.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	0.0%	
Acquisition and use of knowledge and skills	63.0%	0.0%	
Appropriate behaviors to meet needs	70.6%	0.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	0.0%	
Acquisition and use of knowledge and skills	57.8%	0.0%	
Appropriate behaviors to meet needs	74.3%	0.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	2.2%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	80.6%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Louisiana Special Education Center
Total Public Population: 38

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	100.0%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	0.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	0.0%	18.6%	6.1%	0.0%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	66.7%
Dropped Out	26.3%	33.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	84.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	7.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	7.7%	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	84.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	7.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	7.7%	99.9%	n/a
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	100.0%		100.0%	n/a	100.0%	100.0%		100.0%	n/a
5 th grade	99.9%	100.0%		100.0%	n/a	99.9%	100.0%		100.0%	n/a
6 th grade	99.7%	100.0%		99.9%	n/a	99.8%	100.0%		99.9%	n/a
7 th grade	99.4%	100.0%		99.9%	n/a	99.7%	100.0%		99.9%	n/a
8 th grade	99.3%	100.0%		99.9%	n/a	99.4%	100.0%		99.9%	n/a
10 th grade	99.0%	100.0%		99.8%	n/a	98.8%	100.0%		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	0.0%		72.0%	n/a	39.7%	0.0%		72.2%	n/a
5 th grade	43.9%	0.0%		72.3%	n/a	36.0%	0.0%		71.4%	n/a
6 th grade	36.6%	33.3%		71.5%	n/a	35.4%	33.3%		74.2%	n/a
7 th grade	35.0%	0.0%		70.2%	n/a	32.8%	0.0%		70.9%	n/a
8 th grade	24.7%	0.0%		61.8%	n/a	25.7%	0.0%		65.0%	n/a
10 th grade	32.9%	0.0%		74.8%	n/a	29.3%	0.0%		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	n/a
Suspensions Out-of-School & Alternate Site	14.9%	0.0%	12.4%	n/a
Expulsions In-School	0.1%	0.0%	0.1%	n/a
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	n/a

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	0.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	8.6%	
Residential Facility	0.2%	91.4%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	100.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	100.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: New Vision Learning Academy
Total Public Population: 351

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	5.7%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	94.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	100.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	100.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	90.9%
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	86.7%
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	75.0%	53.5%	70.3%	83.3%	42.7%	25.0%	57.9%	71.5%	94.4%
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	100.0%		72.3%	58.1%	36.0%	100.0%		71.4%	72.1%
6 th grade	36.6%	0.0%		71.5%	83.3%	35.4%	50.0%		74.2%	83.3%
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	3.7%
Suspensions Out-of-School & Alternate Site	14.9%	0.0%	12.4%	8.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	84.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	15.4%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: V. B. Glencoe Charter School
Total Public Population: 367

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	9.8%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	90.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a
Exiting Special Education ^d					

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	12.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	87.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	12.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	87.5%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	66.7%	74.4%	86.7%
Proficient LEAP 4 th grade Math	51.3%	100.0%	73.9%	95.6%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	87.1%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	77.4%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	80.0%	53.5%	70.3%	94.3%	42.7%	100.0%	57.9%	71.5%	97.1%	
4 th grade	45.6%	100.0%		72.0%	95.5%	39.7%	66.7%		72.2%	86.4%	
5 th grade	43.9%	50.0%		72.3%	82.5%	36.0%	0.0%		71.4%	77.5%	
6 th grade	36.6%	100.0%		71.5%	95.5%	35.4%	100.0%		74.2%	84.1%	
7 th grade	35.0%	100.0%		70.2%	87.8%	32.8%	0.0%		70.9%	87.8%	
8 th grade	24.7%	0.0%		61.8%	77.4%	25.7%	0.0%		65.0%	87.1%	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	0.0%	12.4%	0.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	71.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	22.6%	
Inside Regular Class less than 40% of day	14.6%	6.5%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	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	1.5%	0.0%	

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Avoyelles Public Charter School
Total Public Population: 680

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	3.1%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	96.9%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	0.0%

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	25.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	75.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	25.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	75.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	83.0%
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	95.7%
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	93.2%
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	100.0%
Proficient GEE ELA	22.2%	n/a	67.2%	79.6%
Proficient GEE Math	39.6%	n/a	74.8%	87.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	66.7%	53.5%	70.3%	87.8%	42.7%	0.0%	57.9%	71.5%	89.8%
4 th grade	45.6%	0.0%		72.0%	94.6%	39.7%	0.0%		72.2%	85.5%
5 th grade	43.9%	50.0%		72.3%	62.7%	36.0%	0.0%		71.4%	71.2%
6 th grade	36.6%	0.0%		71.5%	78.2%	35.4%	100.0%		74.2%	74.6%
7 th grade	35.0%	50.0%		70.2%	96.3%	32.8%	50.0%		70.9%	75.9%
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.3%
Suspensions Out-of-School & Alternate Site	14.9%	0.0%	12.4%	2.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	95.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	4.5%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.2%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.



PERFORMANCE PROFILE

School System: Delhi Charter School
Total Public Population: 626

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	6.9%
Gifted/Talented Students ^a	3.7%	3.2%
Regular Education Students ^a	84.5%	89.9%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	0.0%	18.6%	6.1%	0.7%

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	50.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	8.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	17.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	73.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	8.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	17.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	73.9%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	100.0%	74.4%	89.8%
Proficient LEAP 4 th grade Math	51.3%	75.0%	73.9%	79.6%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	83.0%
Proficient LEAP 8 th grade Math	28.2%	33.3%	64.2%	85.1%
Proficient GEE ELA	22.2%	0.0%	67.2%	68.2%
Proficient GEE Math	39.6%	50.0%	74.8%	79.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	50.0%	53.5%	70.3%	68.8%	42.7%	0.0%	57.9%	71.5%	58.3%	
4 th grade	45.6%	57.1%		72.0%	77.1%	39.7%	85.7%		72.2%	87.5%	
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a	
6 th grade	36.6%	25.0%		71.5%	61.5%	35.4%	0.0%		74.2%	76.9%	
7 th grade	35.0%	50.0%		70.2%	72.2%	32.8%	50.0%		70.9%	92.6%	
8 th grade	24.7%	20.0%		61.8%	85.7%	25.7%	20.0%		65.0%	79.6%	
10 th grade	32.9%	50.0%		74.8%	78.6%	29.3%	0.0%		67.3%	69.1%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.3%	10.7%	2.6%
Suspensions Out-of-School & Alternate Site	14.9%	10.6%	12.4%	5.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	87.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	12.8%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	62.0%	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Belle Chasse Academy, Inc.
Total Public Population: 844

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	8.3%
Gifted/Talented Students ^a	3.7%	5.2%
Regular Education Students ^a	84.5%	86.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	20.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	80.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	22.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	78.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	57.1%	74.4%	88.8%
Proficient LEAP 4 th grade Math	51.3%	57.1%	73.9%	86.3%
Proficient LEAP 8 th grade ELA	23.9%	50.0%	67.2%	88.0%
Proficient LEAP 8 th grade Math	28.2%	60.0%	64.2%	76.0%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	40.0%	53.5%	70.3%	83.1%	42.7%	50.0%	57.9%	71.5%	85.7%	
4 th grade	45.6%	50.0%		72.0%	84.6%	39.7%	40.0%		72.2%	88.5%	
5 th grade	43.9%	60.0%		72.3%	73.0%	36.0%	80.0%		71.4%	82.4%	
6 th grade	36.6%	44.4%		71.5%	72.5%	35.4%	55.6%		74.2%	86.8%	
7 th grade	35.0%	20.0%		70.2%	80.0%	32.8%	0.0%		70.9%	89.3%	
8 th grade	24.7%	40.0%		61.8%	75.0%	25.7%	40.0%		65.0%	87.5%	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	14.3%	12.4%	7.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	70.8%	65.15%
Inside Regular Class 79-40% of day	20.7%	20.0%	
Inside Regular Class less than 40% of day	14.6%	9.2%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	75.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	25.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.4%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Milestone SABIS Academy of New Orleans
Total Public Population: 393

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	7.1%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	92.9%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	12.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	87.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	12.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	87.5%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	33.3%	74.4%	48.0%
Proficient LEAP 4 th grade Math	51.3%	33.3%	73.9%	46.0%
Proficient LEAP 8 th grade ELA	23.9%	33.3%	67.2%	78.3%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	60.9%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a	n/a
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	33.3%	53.5%	70.3%	29.6%	42.7%	33.3%	57.9%	71.5%	40.7%	
4 th grade	45.6%	16.7%		72.0%	48.0%	39.7%	33.3%		72.2%	50.0%	
5 th grade	43.9%	100.0%		72.3%	55.2%	36.0%	100.0%		71.4%	51.7%	
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a	
7 th grade	35.0%	0.0%		70.2%	68.2%	32.8%	50.0%		70.9%	63.6%	
8 th grade	24.7%	0.0%		61.8%	60.9%	25.7%	20.0%		65.0%	78.3%	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	10.5%	10.7%	8.3%
Suspensions Out-of-School & Alternate Site	14.9%	10.5%	12.4%	8.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	76.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	23.1%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	20.0%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: The MAX Charter School
Total Public Population: 106

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	29.2%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	70.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	100.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	100.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	40.0%	74.4%	30.0%
Proficient LEAP 4 th grade Math	51.3%	20.0%	73.9%	60.0%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	30.0%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	30.0%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	0.0%	53.5%	70.3%	25.0%	42.7%	0.0%	57.9%	71.5%	n/a
4 th grade	45.6%	14.3%		72.0%	50.0%	39.7%	28.6%		72.2%	25.0%
5 th grade	43.9%	16.7%		72.3%	28.6%	36.0%	0.0%		71.4%	14.3%
6 th grade	36.6%	50.0%		71.5%	25.0%	35.4%	0.0%		74.2%	31.3%
7 th grade	35.0%	25.0%		70.2%	42.9%	32.8%	0.0%		70.9%	14.3%
8 th grade	24.7%	0.0%		61.8%	30.0%	25.7%	0.0%		65.0%	30.0%
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	1.3%
Suspensions Out-of-School & Alternate Site	14.9%	9.4%	12.4%	10.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	96.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	3.3%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.1%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.



PERFORMANCE PROFILE

School System: D'Arbonne Woods Charter School
Total Public Population: 216

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	7.9%
Gifted/Talented Students ^a	3.7%	0.9%
Regular Education Students ^a	84.5%	91.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	30.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	70.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	30.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	70.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	20.0%	74.4%	71.4%
Proficient LEAP 4 th grade Math	51.3%	20.0%	73.9%	78.6%
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	97.5%	100.0%	100.0%	98.78%	100.0%	97.5%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	0.0%	53.5%	70.3%	32.4%	42.7%	0.0%	57.9%	71.5%	27.0%
4 th grade	45.6%	25.0%		72.0%	69.0%	39.7%	37.5%		72.2%	65.5%
5 th grade	43.9%	0.0%		72.3%	62.5%	36.0%	0.0%		71.4%	66.7%
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	3.7%	12.4%	4.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	1.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	83.3%	65.15%
Inside Regular Class 79-40% of day	20.7%	16.7%	
Inside Regular Class less than 40% of day	14.6%	0.0%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	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	1.5%	0.0%	

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: School For A New Millennium, Inc.
Total Public Population: 40

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	10.0%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	90.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	25.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	75.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	25.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	75.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	66.7%		71.5%	68.4%	35.4%	33.3%		74.2%	57.9%
7 th grade	35.0%	100.0%		70.2%	76.5%	32.8%	100.0%		70.9%	64.7%
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	25.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	25.0%	12.4%	5.6%
Expulsions In-School	0.1%	0.0%	0.1%	2.8%
Expulsions Out-of-School & Alternate Site	0.5%	25.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	100.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	n/a	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Community School for Apprenticeship Learning
Total Public Population: 88

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	10.2%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	89.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	62.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	37.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	62.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	37.5%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	0.0%	67.2%	72.2%
Proficient GEE Math	39.6%	0.0%	74.8%	61.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a	
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a	
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a	
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a	
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a	
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a	
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a	
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a	
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a	
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a	
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a	
10 th grade	32.9%	0.0%		74.8%	61.1%	29.3%	33.3%		67.3%	72.2%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	50.0%	12.4%	16.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	100.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	n/a	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Martin Luther King, Jr. Neighborhood Assoc.
Total Public Population: 253

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	9.9%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	90.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	11.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	23.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	64.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	11.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	23.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	64.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	25.0%	67.2%	32.2%
Proficient LEAP 8 th grade Math	28.2%	25.0%	64.2%	23.7%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	0.0%		71.5%	41.9%	35.4%	25.0%		74.2%	38.7%
7 th grade	35.0%	25.0%		70.2%	30.7%	32.8%	25.0%		70.9%	36.0%
8 th grade	24.7%	37.5%		61.8%	20.0%	25.7%	37.5%		65.0%	27.7%
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	27.3%	10.7%	27.5%
Suspensions Out-of-School & Alternate Site	14.9%	51.5%	12.4%	56.5%
Expulsions In-School	0.1%	3.0%	0.1%	0.4%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	50.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	30.0%	
Inside Regular Class less than 40% of day	14.6%	20.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	n/a	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

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ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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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3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: http://www.louisianaschools.net/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component Report (AYP)".
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 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Shreveport Charter School, Inc.
Total Public Population: 531

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	6.8%
Gifted/Talented Students ^a	3.7%	0.2%
Regular Education Students ^a	84.5%	93.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	9.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	3.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	84.9%	99.9%	99.6%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	87.5%	99.9%	99.6%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	28.2%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	29.7%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	100.0%		99.9%	94.7%	99.8%	100.0%		99.9%	97.1%
7 th grade	99.4%	84.6%		99.9%	99.3%	99.7%	84.6%		99.9%	98.0%
8 th grade	99.3%	81.8%		99.9%	98.4%	99.4%	81.8%		99.9%	97.5%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	21.4%		71.5%	38.4%	35.4%	21.4%		74.2%	35.9%
7 th grade	35.0%	8.3%		70.2%	46.2%	32.8%	8.3%		70.9%	44.8%
8 th grade	24.7%	0.0%		61.8%	29.7%	25.7%	10.0%		65.0%	25.4%
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	50.0%	10.7%	45.3%
Suspensions Out-of-School & Alternate Site	14.9%	5.8%	12.4%	7.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	47.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	33.3%	
Inside Regular Class less than 40% of day	14.6%	19.0%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	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	1.5%	0.0%	

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	0.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	n/a	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Crestworth Learning Academy, Inc.
Total Public Population: 416

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	14.7%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	85.3%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a
Exiting Special Education ^d					

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	35.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	64.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	35.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	64.6%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	10.0%	67.2%	30.2%
Proficient LEAP 8 th grade Math	28.2%	20.0%	64.2%	16.8%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	96.6%		99.9%	100.0%
7 th grade	99.4%	94.4%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	17.2%		71.5%	45.2%	35.4%	10.3%		74.2%	37.9%
7 th grade	35.0%	38.9%		70.2%	40.4%	32.8%	33.3%		70.9%	41.5%
8 th grade	24.7%	8.0%		61.8%	15.9%	25.7%	12.0%		65.0%	30.4%
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	16.5%	10.7%	21.3%
Suspensions Out-of-School & Alternate Site	14.9%	25.3%	12.4%	29.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	1.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	63.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	9.7%	
Inside Regular Class less than 40% of day	14.6%	26.4%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	n/a	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Arise Academy
Total Public Population: 201

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	7.0%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	93.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	n/a	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	n/a	99.9%	n/a
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	33.3%	12.4%	24.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.6%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	100.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	n/a	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Success Preparatory Academy
Total Public Population: 239

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	8.8%
Gifted/Talented Students ^a	3.7%	0.4%
Regular Education Students ^a	84.5%	90.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	100.0%	99.9%	98.4%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	100.0%	99.9%	98.4%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	98.5%	100.0%	100.0%	98.78%	100.0%	98.5%
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	22.2%	53.5%	70.3%	46.2%	42.7%	11.1%	57.9%	71.5%	27.7%
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	35.0%	12.4%	32.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	81.3%	65.15%
Inside Regular Class 79-40% of day	20.7%	6.3%	
Inside Regular Class less than 40% of day	14.6%	12.5%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	n/a	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Benjamin E. Mays Preparatory School
Total Public Population: 142

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	11.3%
Gifted/Talented Students ^a	3.7%	0.7%
Regular Education Students ^a	84.5%	88.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	n/a	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	n/a	99.9%	n/a
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	0.0%	12.4%	13.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	100.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	n/a	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	n/a	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

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^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Pride College Preparatory Academy
Total Public Population: 133

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	11.3%
Gifted/Talented Students ^a	3.7%	0.8%
Regular Education Students ^a	84.5%	88.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a
Exiting Special Education ^d					

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	n/a	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	n/a	99.9%	n/a
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.8%	10.7%	6.7%
Suspensions Out-of-School & Alternate Site	14.9%	9.5%	12.4%	10.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	100.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	85.7%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	14.3%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	n/a	
Students Ages 3-21 Received ESYS	88.8%	n/a	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	0.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-ADVANCE Baton Rouge
Total Public Population: 1,572

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	15.8%
Gifted/Talented Students ^a	3.7%	0.1%
Regular Education Students ^a	84.5%	84.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	18.2%
GED/Skills Options	10.7%	22.7%
Certificate of Achievement	10.1%	13.6%
Dropped Out	26.3%	22.7%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	35.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	58.5%	99.9%	99.6%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	34.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	59.1%	99.9%	99.6%
Proficient LEAP 4 th grade ELA	45.5%	20.0%	74.4%	24.4%
Proficient LEAP 4 th grade Math	51.3%	0.0%	73.9%	21.8%
Proficient LEAP 8 th grade ELA	23.9%	8.0%	67.2%	25.8%
Proficient LEAP 8 th grade Math	28.2%	12.0%	64.2%	27.0%
Proficient GEE ELA	22.2%	12.5%	67.2%	30.2%
Proficient GEE Math	39.6%	12.5%	74.8%	37.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	99.2%	99.8%	100.0%		99.9%	99.2%	
7 th grade	99.4%	100.0%		99.9%	98.3%	99.7%	100.0%		99.9%	98.9%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	14.3%	53.5%	70.3%	29.1%	42.7%	0.0%	57.9%	71.5%	29.1%	
4 th grade	45.6%	20.0%		72.0%	24.7%	39.7%	13.3%		72.2%	25.8%	
5 th grade	43.9%	22.2%		72.3%	32.0%	36.0%	11.1%		71.4%	34.0%	
6 th grade	36.6%	15.4%		71.5%	36.8%	35.4%	11.5%		74.2%	31.3%	
7 th grade	35.0%	17.0%		70.2%	42.3%	32.8%	8.5%		70.9%	40.5%	
8 th grade	24.7%	14.3%		61.8%	24.6%	25.7%	14.0%		65.0%	23.9%	
10 th grade	32.9%	17.7%		74.8%	36.5%	29.3%	22.2%		67.3%	29.0%	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	13.0%	10.7%	11.5%
Suspensions Out-of-School & Alternate Site	14.9%	47.4%	12.4%	39.1%
Expulsions In-School	0.1%	4.2%	0.1%	2.7%
Expulsions Out-of-School & Alternate Site	0.5%	3.2%	0.9%	2.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	10.0%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	61.2%	65.15%
Inside Regular Class 79-40% of day	20.7%	12.7%	
Inside Regular Class less than 40% of day	14.6%	25.3%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.8%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	5.0%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	65.9%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-100 Black Men Capitol Charter Initiative
Total Public Population: 400

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	9.5%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	90.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	9.1%
GED/Skills Options	10.7%	9.1%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	54.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	10.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	70.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	20.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	9.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	72.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	18.2%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	0.0%	67.2%	37.5%
Proficient GEE Math	39.6%	0.0%	74.8%	45.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	100.0%		99.8%	98.9%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	33.3%		74.8%	43.8%	29.3%	57.1%		67.3%	37.0%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.3%	10.7%	0.9%
Suspensions Out-of-School & Alternate Site	14.9%	29.5%	12.4%	34.5%
Expulsions In-School	0.1%	4.5%	0.1%	6.3%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.7%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	73.9%	65.15%
Inside Regular Class 79-40% of day	20.7%	15.2%	
Inside Regular Class less than 40% of day	14.6%	8.7%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	0.0%	
Homebound/Hospital	0.9%	2.2%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.5%	2.2%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

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^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Advocacy for the Arts & Tech in N.O., Inc.
Total Public Population: 175

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	3.4%
Gifted/Talented Students ^a	3.7%	1.7%
Regular Education Students ^a	84.5%	94.9%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	100.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	100.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	0.0%	53.5%	70.3%	40.9%	42.7%	0.0%	57.9%	71.5%	40.9%
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	0.0%	12.4%	1.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	85.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	14.3%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Intercultural Charter School Board, Inc.
Total Public Population: 303

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	6.9%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	93.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	25.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	75.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	25.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	75.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	42.5%
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	60.0%
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a	99.8%	n/a	98.8%	n/a	99.8%	n/a		
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	16.7%	53.5%	70.3%	59.1%	42.7%	16.7%	57.9%	71.5%	54.6%
4 th grade	45.6%	0.0%		72.0%	58.5%	39.7%	0.0%		72.2%	41.5%
5 th grade	43.9%	50.0%		72.3%	64.3%	36.0%	0.0%		71.4%	53.6%
6 th grade	36.6%	0.0%		71.5%	44.0%	35.4%	33.3%		74.2%	48.0%
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a	74.8%	n/a	29.3%	n/a	67.3%	n/a		

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.1%	10.7%	3.7%
Suspensions Out-of-School & Alternate Site	14.9%	27.3%	12.4%	7.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	89.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	10.5%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	9.1%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Akili Academy of New Orleans
Total Public Population: 162

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	8.6%
Gifted/Talented Students ^a	3.7%	0.6%
Regular Education Students ^a	84.5%	90.7%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	n/a	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	n/a	99.9%	n/a
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	0.0%	12.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	84.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	15.4%	
Inside Regular Class less than 40% of day	14.6%	0.0%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Advocacy for Science and Math Education
Total Public Population: 161

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	14.9%
Gifted/Talented Students ^a	3.7%	3.7%
Regular Education Students ^a	84.5%	81.4%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	15.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	45.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	40.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	15.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	50.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	35.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	0.0%	67.2%	86.0%
Proficient GEE Math	39.6%	66.7%	74.8%	89.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a	
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a	
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a	
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a	
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a	
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a	
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a	
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a	
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a	
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a	
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a	
10 th grade	32.9%	33.3%		74.8%	91.1%	29.3%	0.0%		67.3%	87.5%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	24.1%	10.7%	12.8%
Suspensions Out-of-School & Alternate Site	14.9%	58.6%	12.4%	29.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	91.3%	65.15%
Inside Regular Class 79-40% of day	20.7%	8.7%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Sojourner Truth Academy, Inc.
Total Public Population: 167

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	13.2%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	86.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	42.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	52.6%	99.9%	99.3%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	42.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	52.6%	99.9%	99.3%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	0.0%	67.2%	31.3%
Proficient GEE Math	39.6%	20.0%	74.8%	44.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
7 th grade	99.4%	n/a		99.9%	n/a	99.7%	n/a		99.9%	n/a
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	n/a		71.5%	n/a	35.4%	n/a		74.2%	n/a
7 th grade	35.0%	n/a		70.2%	n/a	32.8%	n/a		70.9%	n/a
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a
10 th grade	32.9%	14.3%		74.8%	44.8%	29.3%	14.3%		67.3%	30.8%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	3.6%	10.7%	8.6%
Suspensions Out-of-School & Alternate Site	14.9%	57.1%	12.4%	60.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	7.1%	0.9%	4.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	94.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	5.3%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	n/a	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
- 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 2010-11 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 2010-11 Performance Profile.



PERFORMANCE PROFILE

School System: RSD-Miller-McCoy Academy for Math and Business
Total Public Population: 342

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	7.9%
Gifted/Talented Students ^a	3.7%	2.6%
Regular Education Students ^a	84.5%	89.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	8.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	58.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	29.2%	99.9%	99.3%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	8.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	58.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	29.2%	99.9%	99.3%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	0.0%
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	0.0%
Proficient GEE ELA	22.2%	50.0%	67.2%	33.7%
Proficient GEE Math	39.6%	0.0%	74.8%	36.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a
6 th grade	99.7%	100.0%		99.9%	98.5%	99.8%	100.0%		99.9%	98.5%
7 th grade	99.4%	100.0%		99.9%	98.8%	99.7%	100.0%		99.9%	98.8%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	90.0%		99.8%	98.8%	98.8%	90.0%		99.8%	98.8%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a
6 th grade	36.6%	33.3%		71.5%	60.3%	35.4%	16.7%		74.2%	47.6%
7 th grade	35.0%	0.0%		70.2%	61.5%	32.8%	50.0%		70.9%	69.9%
8 th grade	24.7%	50.0%		61.8%	n/a	25.7%	50.0%		65.0%	n/a
10 th grade	32.9%	0.0%		74.8%	35.4%	29.3%	10.0%		67.3%	32.9%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	12.5%	10.7%	0.9%
Suspensions Out-of-School & Alternate Site	14.9%	43.8%	12.4%	3.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.9%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	100.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	n/a	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-New Orleans College Preparatory Academies
Total Public Population: 426

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	10.1%
Gifted/Talented Students ^a	3.7%	0.7%
Regular Education Students ^a	84.5%	89.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	3.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	18.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	77.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	3.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	18.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	77.8%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	25.0%	67.2%	53.5%
Proficient LEAP 8 th grade Math	28.2%	37.5%	64.2%	62.8%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a	
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a	
5 th grade	99.9%	n/a		100.0%	n/a	99.9%	n/a		100.0%	n/a	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a	
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a	
5 th grade	43.9%	n/a		72.3%	n/a	36.0%	n/a		71.4%	n/a	
6 th grade	36.6%	20.0%		71.5%	44.3%	35.4%	0.0%		74.2%	51.9%	
7 th grade	35.0%	30.0%		70.2%	57.1%	32.8%	30.0%		70.9%	41.7%	
8 th grade	24.7%	33.3%		61.8%	62.8%	25.7%	22.2%		65.0%	53.5%	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	41.5%	12.4%	42.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	3.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	9.1%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	86.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	5.4%	
Inside Regular Class less than 40% of day	14.6%	8.1%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	4.5%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Esperanza Charter School Association
Total Public Population: 333

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	6.3%
Gifted/Talented Students ^a	3.7%	3.9%
Regular Education Students ^a	84.5%	89.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	n/a
GED/Skills Options	10.7%	n/a
Certificate of Achievement	10.1%	n/a
Dropped Out	26.3%	n/a

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	11.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	11.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	76.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	11.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	11.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	76.5%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	0.0%	74.4%	32.7%
Proficient LEAP 4 th grade Math	51.3%	0.0%	73.9%	28.6%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	38.1%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	33.3%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		100.0%	99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		100.0%	99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		100.0%	99.9%	100.0%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		n/a	99.8%	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	0.0%	53.5%	70.3%	22.6%	42.7%	0.0%	57.9%	71.5%	15.6%	
4 th grade	45.6%	0.0%		72.0%	28.9%	39.7%	0.0%		72.2%	33.3%	
5 th grade	43.9%	66.7%		72.3%	59.4%	36.0%	66.7%		71.4%	46.9%	
6 th grade	36.6%	0.0%		71.5%	38.1%	35.4%	0.0%		74.2%	42.9%	
7 th grade	35.0%	16.7%		70.2%	44.4%	32.8%	16.7%		70.9%	33.3%	
8 th grade	24.7%	0.0%		61.8%	31.8%	25.7%	0.0%		65.0%	36.4%	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	30.8%	12.4%	25.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	5.9%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	100.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	80.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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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^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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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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13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs 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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-NOLA 180
Total Public Population: 490

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	8.8%
Gifted/Talented Students ^a	3.7%	0.4%
Regular Education Students ^a	84.5%	90.8%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	36.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	57.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	30.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	63.6%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	33.3%	74.4%	37.7%
Proficient LEAP 4 th grade Math	51.3%	25.0%	73.9%	41.5%
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a	n/a
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	16.7%	53.5%	70.3%	53.6%	42.7%	16.7%	57.9%	71.5%	57.1%	
4 th grade	45.6%	28.6%		72.0%	41.4%	39.7%	42.9%		72.2%	38.6%	
5 th grade	43.9%	44.4%		72.3%	51.1%	36.0%	44.4%		71.4%	46.8%	
6 th grade	36.6%	66.7%		71.5%	72.7%	35.4%	33.3%		74.2%	70.5%	
7 th grade	35.0%	0.0%		70.2%	60.3%	32.8%	33.3%		70.9%	69.0%	
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	6.7%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	15.6%	12.4%	16.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	81.6%	65.15%
Inside Regular Class 79-40% of day	20.7%	13.2%	
Inside Regular Class less than 40% of day	14.6%	5.3%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	15.6%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	71.4%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Broadmoor Charter School Board
Total Public Population: 525

School Year: 2009-2010

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

	State	Local
Students with Disabilities ^a	11.8%	9.9%
Gifted/Talented Students ^a	3.7%	0.4%
Regular Education Students ^a	84.5%	89.7%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	3.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	6.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	90.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	3.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	6.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	90.0%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	0.0%	74.4%	38.7%
Proficient LEAP 4 th grade Math	51.3%	0.0%	73.9%	41.3%
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a	
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	20.0%	53.5%	70.3%	32.9%	42.7%	10.0%	57.9%	71.5%	37.1%	
4 th grade	45.6%	0.0%		72.0%	43.9%	39.7%	11.1%		72.2%	40.2%	
5 th grade	43.9%	20.0%		72.3%	44.8%	36.0%	20.0%		71.4%	43.1%	
6 th grade	36.6%	28.6%		71.5%	44.2%	35.4%	28.6%		74.2%	65.1%	
7 th grade	35.0%	0.0%		70.2%	55.0%	32.8%	0.0%		70.9%	55.0%	
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	12.7%	12.4%	13.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	100.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

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^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Pelican Educational Foundation
Total Public Population: 912

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	9.0%
Gifted/Talented Students ^a	3.7%	0.5%
Regular Education Students ^a	84.5%	90.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	29.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	64.6%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	28.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	65.1%	99.9%	99.8%
Proficient LEAP 4 th grade ELA	45.5%	0.0%	74.4%	50.0%
Proficient LEAP 4 th grade Math	51.3%	50.0%	73.9%	63.2%
Proficient LEAP 8 th grade ELA	23.9%	9.1%	67.2%	46.0%
Proficient LEAP 8 th grade Math	28.2%	30.0%	64.2%	38.3%
Proficient GEE ELA	22.2%	n/a	67.2%	52.4%
Proficient GEE Math	39.6%	n/a	74.8%	66.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	98.0%	100.0%	100.0%	98.78%	100.0%	98.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	94.4%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	66.7%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	0.0%	53.5%	70.3%	39.2%	42.7%	0.0%	57.9%	71.5%	47.1%
4 th grade	45.6%	33.3%		72.0%	62.2%	39.7%	0.0%		72.2%	48.7%
5 th grade	43.9%	50.0%		72.3%	45.7%	36.0%	50.0%		71.4%	43.5%
6 th grade	36.6%	52.9%		71.5%	60.9%	35.4%	41.2%		74.2%	55.0%
7 th grade	35.0%	40.0%		70.2%	54.8%	32.8%	30.0%		70.9%	45.2%
8 th grade	24.7%	26.3%		61.8%	37.1%	25.7%	15.0%		65.0%	44.0%
10 th grade	32.9%	0.0%		74.8%	66.7%	29.3%	0.0%		67.3%	52.4%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	3.4%	10.7%	6.3%
Suspensions Out-of-School & Alternate Site	14.9%	28.1%	12.4%	20.1%
Expulsions In-School	0.1%	2.2%	0.1%	1.3%
Expulsions Out-of-School & Alternate Site	0.5%	2.2%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	62.7%	65.15%
Inside Regular Class 79-40% of day	20.7%	14.7%	
Inside Regular Class less than 40% of day	14.6%	22.7%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	15.0%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Dryades YMCA
Total Public Population: 632

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	6.0%
Gifted/Talented Students ^a	3.7%	0.0%
Regular Education Students ^a	84.5%	94.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a
Exiting Special Education ^d					

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	3.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	41.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	55.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	3.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	41.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	55.2%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	50.0%	74.4%	61.5%
Proficient LEAP 4 th grade Math	51.3%	50.0%	73.9%	72.3%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	81.0%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	97.6%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	40.0%	53.5%	70.3%	75.0%	42.7%	20.0%	57.9%	71.5%	68.8%
4 th grade	45.6%	33.3%		72.0%	69.2%	39.7%	33.3%		72.2%	65.4%
5 th grade	43.9%	0.0%		72.3%	53.6%	36.0%	0.0%		71.4%	42.9%
6 th grade	36.6%	0.0%		71.5%	19.2%	35.4%	20.0%		74.2%	46.2%
7 th grade	35.0%	0.0%		70.2%	46.4%	32.8%	0.0%		70.9%	21.4%
8 th grade	24.7%	20.0%		61.8%	97.6%	25.7%	40.0%		65.0%	78.1%
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	23.3%	10.7%	20.5%
Suspensions Out-of-School & Alternate Site	14.9%	14.0%	12.4%	22.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	93.8%	65.15%
Inside Regular Class 79-40% of day	20.7%	6.3%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Friends of King
Total Public Population: 695

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	5.6%
Gifted/Talented Students ^a	3.7%	1.9%
Regular Education Students ^a	84.5%	92.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	5.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	36.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	57.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	5.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	36.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	57.9%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	100.0%	74.4%	93.1%
Proficient LEAP 4 th grade Math	51.3%	100.0%	73.9%	89.7%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	55.0%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	50.0%
Proficient GEE ELA	22.2%	n/a	67.2%	76.9%
Proficient GEE Math	39.6%	n/a	74.8%	69.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	100.0%		99.8%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	0.0%	53.5%	70.3%	66.7%	42.7%	0.0%	57.9%	71.5%	72.2%	
4 th grade	45.6%	100.0%		72.0%	89.7%	39.7%	100.0%		72.2%	93.1%	
5 th grade	43.9%	25.0%		72.3%	74.1%	36.0%	25.0%		71.4%	77.8%	
6 th grade	36.6%	0.0%		71.5%	68.1%	35.4%	0.0%		74.2%	78.7%	
7 th grade	35.0%	50.0%		70.2%	68.4%	32.8%	25.0%		70.9%	63.2%	
8 th grade	24.7%	25.0%		61.8%	48.7%	25.7%	25.0%		65.0%	53.9%	
10 th grade	32.9%	0.0%		74.8%	69.2%	29.3%	0.0%		67.3%	76.9%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	7.7%	12.4%	5.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	100.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	0.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	36.4%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	n/a	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

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^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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.
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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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-New Orleans Charter Schools Foundation
Total Public Population: 369

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	5.1%
Gifted/Talented Students ^a	3.7%	0.3%
Regular Education Students ^a	84.5%	94.6%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	13.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	20.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	66.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	13.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	20.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	66.7%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	50.0%	74.4%	61.5%
Proficient LEAP 4 th grade Math	51.3%	50.0%	73.9%	76.9%
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	57.6%
Proficient LEAP 8 th grade Math	28.2%	0.0%	64.2%	54.6%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	50.0%	53.5%	70.3%	52.3%	42.7%	50.0%	57.9%	71.5%	63.6%	
4 th grade	45.6%	50.0%		72.0%	77.5%	39.7%	50.0%		72.2%	62.5%	
5 th grade	43.9%	33.3%		72.3%	48.9%	36.0%	33.3%		71.4%	48.9%	
6 th grade	36.6%	0.0%		71.5%	40.0%	35.4%	0.0%		74.2%	51.4%	
7 th grade	35.0%	100.0%		70.2%	53.3%	32.8%	100.0%		70.9%	40.0%	
8 th grade	24.7%	0.0%		61.8%	51.4%	25.7%	33.3%		65.0%	54.3%	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents ^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	1.0%
Suspensions Out-of-School & Alternate Site	14.9%	9.5%	12.4%	7.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	94.1%	65.15%
Inside Regular Class 79-40% of day	20.7%	5.9%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	6.7%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Choice Foundation
Total Public Population: 777

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	10.7%
Gifted/Talented Students ^a	3.7%	0.1%
Regular Education Students ^a	84.5%	89.2%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	100.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	4.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	37.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	58.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	2.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	37.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	59.4%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	80.0%	74.4%	80.5%
Proficient LEAP 4 th grade Math	51.3%	80.0%	73.9%	84.2%
Proficient LEAP 8 th grade ELA	23.9%	n/a	67.2%	n/a
Proficient LEAP 8 th grade Math	28.2%	n/a	64.2%	n/a
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	90.9%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	n/a		99.9%	n/a	99.4%	n/a		99.9%	n/a	
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	20.0%	53.5%	70.3%	58.8%	42.7%	33.3%	57.9%	71.5%	76.3%	
4 th grade	45.6%	64.3%		72.0%	84.5%	39.7%	64.3%		72.2%	81.0%	
5 th grade	43.9%	23.1%		72.3%	58.5%	36.0%	30.8%		71.4%	54.9%	
6 th grade	36.6%	18.8%		71.5%	61.4%	35.4%	12.5%		74.2%	52.6%	
7 th grade	35.0%	36.4%		70.2%	46.3%	32.8%	27.3%		70.9%	51.9%	
8 th grade	24.7%	n/a		61.8%	n/a	25.7%	n/a		65.0%	n/a	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.7%	0.0%
Suspensions Out-of-School & Alternate Site	14.9%	28.8%	12.4%	21.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	1.0%	0.9%	0.3%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	88.8%	65.15%
Inside Regular Class 79-40% of day	20.7%	2.5%	
Inside Regular Class less than 40% of day	14.6%	8.8%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	80.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	20.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	1.5%	
Students Ages 3-21 Received ESYS	88.8%	100.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	89.5%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.



PERFORMANCE PROFILE

School System: RSD-Treme Charter Schools Association
Total Public Population: 523

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	4.6%
Gifted/Talented Students ^a	3.7%	0.4%
Regular Education Students ^a	84.5%	95.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	36.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	63.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	36.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	63.2%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	52.2%
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	52.2%
Proficient LEAP 8 th grade ELA	23.9%	33.3%	67.2%	31.6%
Proficient LEAP 8 th grade Math	28.2%	16.7%	64.2%	23.7%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	100.0%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	0.0%	53.5%	70.3%	42.9%	42.7%	0.0%	57.9%	71.5%	54.0%	
4 th grade	45.6%	0.0%		72.0%	53.6%	39.7%	0.0%		72.2%	53.6%	
5 th grade	43.9%	0.0%		72.3%	28.9%	36.0%	0.0%		71.4%	26.7%	
6 th grade	36.6%	0.0%		71.5%	41.0%	35.4%	0.0%		74.2%	53.9%	
7 th grade	35.0%	0.0%		70.2%	33.3%	32.8%	0.0%		70.9%	52.4%	
8 th grade	24.7%	11.1%		61.8%	22.5%	25.7%	33.3%		65.0%	30.0%	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	10.7%	10.7%	2.8%
Suspensions Out-of-School & Alternate Site	14.9%	57.1%	12.4%	13.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	3.6%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	92.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	8.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

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^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Algiers Charter Schools Association (ACSA)
Total Public Population: 3,891

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	8.8%
Gifted/Talented Students ^a	3.7%	3.6%
Regular Education Students ^a	84.5%	87.6%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	46.2%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	30.8%
Dropped Out	26.3%	3.8%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	6.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	33.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	60.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	6.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	33.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	60.6%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	62.5%	74.4%	71.6%
Proficient LEAP 4 th grade Math	51.3%	50.0%	73.9%	69.4%
Proficient LEAP 8 th grade ELA	23.9%	36.4%	67.2%	55.3%
Proficient LEAP 8 th grade Math	28.2%	54.6%	64.2%	58.0%
Proficient GEE ELA	22.2%	10.5%	67.2%	42.4%
Proficient GEE Math	39.6%	57.9%	74.8%	74.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	97.6%		99.9%	100.0%
10 th grade	99.0%	100.0%		99.8%	100.0%	98.8%	97.1%		99.8%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	21.7%	53.5%	70.3%	49.8%	42.7%	47.8%	57.9%	71.5%	54.9%
4 th grade	45.6%	46.2%		72.0%	66.6%	39.7%	56.0%		72.2%	67.6%
5 th grade	43.9%	35.0%		72.3%	37.7%	36.0%	30.0%		71.4%	43.2%
6 th grade	36.6%	57.1%		71.5%	56.7%	35.4%	28.6%		74.2%	56.7%
7 th grade	35.0%	25.0%		70.2%	54.2%	32.8%	25.0%		70.9%	66.2%
8 th grade	24.7%	26.8%		61.8%	52.8%	25.7%	23.8%		65.0%	50.4%
10 th grade	32.9%	55.9%		74.8%	73.6%	29.3%	35.3%		67.3%	41.7%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	3.6%	10.7%	2.4%
Suspensions Out-of-School & Alternate Site	14.9%	7.8%	12.4%	8.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.3%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	69.4%	65.15%
Inside Regular Class 79-40% of day	20.7%	21.3%	
Inside Regular Class less than 40% of day	14.6%	9.3%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	35.3%
In the Regular Early Childhood Program 40-79% of time	4.4%	5.9%
In the Regular Early Childhood Program less than 40% of time	13.7%	23.5%
Attending a Special Education Program – Separate Class	5.7%	17.6%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	17.6%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	0.0%	
Acquisition and use of knowledge and skills	63.0%	0.0%	
Appropriate behaviors to meet needs	70.6%	0.0%	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	0.0%	
Acquisition and use of knowledge and skills	57.8%	50.0%	
Appropriate behaviors to meet needs	74.3%	50.0%	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		Yes	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	100.0%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	14.7%	
Students Ages 3-21 Received ESYS	88.8%	92.5%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	100.0%	
Ages 6 to 21	90.6%	93.2%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: Recovery School District-LDE
Total Public Population: 12,155

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	12.5%
Gifted/Talented Students ^a	3.7%	3.1%
Regular Education Students ^a	84.5%	84.4%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	20.4%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	10.0%
Dropped Out	26.3%	49.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	12.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	39.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	47.4%	99.9%	99.3%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	12.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	39.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	47.4%	99.9%	99.4%
Proficient LEAP 4 th grade ELA	45.5%	24.7%	74.4%	43.9%
Proficient LEAP 4 th grade Math	51.3%	29.0%	73.9%	47.6%
Proficient LEAP 8 th grade ELA	23.9%	5.5%	67.2%	29.8%
Proficient LEAP 8 th grade Math	28.2%	14.3%	64.2%	29.3%
Proficient GEE ELA	22.2%	4.8%	67.2%	26.4%
Proficient GEE Math	39.6%	14.6%	74.8%	37.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	98.7%	98.75%	100.0%	99.9%	100.0%	100.0%	98.78%	100.0%	99.8%
4 th grade	100.0%	100.0%		100.0%	99.9%	100.0%	100.0%		100.0%	99.9%
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	98.4%		99.9%	99.3%	99.8%	99.2%		99.9%	99.1%
7 th grade	99.4%	96.8%		99.9%	99.5%	99.7%	100.0%		99.9%	99.8%
8 th grade	99.3%	99.0%		99.9%	98.7%	99.4%	99.0%		99.9%	98.7%
10 th grade	99.0%	96.9%		99.8%	97.6%	98.8%	93.6%		99.8%	97.0%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	32.9%	53.5%	70.3%	37.2%	42.7%	29.0%	57.9%	71.5%	42.6%
4 th grade	45.6%	27.2%		72.0%	45.9%	39.7%	22.8%		72.2%	42.6%
5 th grade	43.9%	37.3%		72.3%	39.0%	36.0%	27.5%		71.4%	42.7%
6 th grade	36.6%	26.7%		71.5%	47.7%	35.4%	20.7%		74.2%	44.8%
7 th grade	35.0%	23.9%		70.2%	42.4%	32.8%	25.0%		70.9%	38.4%
8 th grade	24.7%	16.9%		61.8%	24.2%	25.7%	13.2%		65.0%	25.4%
10 th grade	32.9%	19.5%		74.8%	35.9%	29.3%	19.8%		67.3%	26.0%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	7.7%	10.7%	6.9%
Suspensions Out-of-School & Alternate Site	14.9%	26.0%	12.4%	22.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	1.2%	0.9%	1.7%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	5.9%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	84.1%	65.15%
Inside Regular Class 79-40% of day	20.7%	9.4%	
Inside Regular Class less than 40% of day	14.6%	6.3%	
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.2%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	79.7%
In the Regular Early Childhood Program 40-79% of time	4.4%	2.3%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.8%
Attending a Special Education Program – Separate Class	5.7%	6.8%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	10.5%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	80.6%	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	3.0%	
Students Ages 3-21 Received ESYS	88.8%	84.8%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	50.0%	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

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ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-SUNO Institute for Academic Excellence
Total Public Population: 356

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	6.7%
Gifted/Talented Students ^a	3.7%	8.1%
Regular Education Students ^a	84.5%	85.1%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	52.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	47.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	52.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	47.8%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	n/a	74.4%	n/a
Proficient LEAP 4 th grade Math	51.3%	n/a	73.9%	n/a
Proficient LEAP 8 th grade ELA	23.9%	0.0%	67.2%	45.2%
Proficient LEAP 8 th grade Math	28.2%	100.0%	64.2%	54.8%
Proficient GEE ELA	22.2%	n/a	67.2%	70.6%
Proficient GEE Math	39.6%	n/a	74.8%	58.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math				ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.9%	n/a	98.75%	100.0%	n/a	100.0%	n/a	98.78%	100.0%	n/a
4 th grade	100.0%	n/a		100.0%	n/a	100.0%	n/a		100.0%	n/a
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	45.1%	n/a	53.5%	70.3%	n/a	42.7%	n/a	57.9%	71.5%	n/a
4 th grade	45.6%	n/a		72.0%	n/a	39.7%	n/a		72.2%	n/a
5 th grade	43.9%	100.0%		72.3%	52.6%	36.0%	0.0%		71.4%	55.3%
6 th grade	36.6%	33.3%		71.5%	58.2%	35.4%	0.0%		74.2%	61.8%
7 th grade	35.0%	25.0%		70.2%	78.6%	32.8%	75.0%		70.9%	83.9%
8 th grade	24.7%	66.7%		61.8%	51.3%	25.7%	66.7%		65.0%	46.1%
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.5%	10.7%	25.1%
Suspensions Out-of-School & Alternate Site	14.9%	15.4%	12.4%	13.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.9%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

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

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	87.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	13.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-Knowledge is Power Program (KIPP) N.O.
Total Public Population: 1,277

School Year: 2009-2010

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

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

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

	State	Local
Students with Disabilities ^a	11.8%	9.2%
Gifted/Talented Students ^a	3.7%	1.8%
Regular Education Students ^a	84.5%	89.0%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	2.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	24.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	73.1%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	2.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	23.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	73.7%	99.9%	99.9%
Proficient LEAP 4 th grade ELA	45.5%	25.0%	74.4%	69.2%
Proficient LEAP 4 th grade Math	51.3%	75.0%	73.9%	87.2%
Proficient LEAP 8 th grade ELA	23.9%	46.2%	67.2%	78.1%
Proficient LEAP 8 th grade Math	28.2%	46.2%	64.2%	82.9%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
5 th grade	99.9%	100.0%		100.0%	99.5%	99.9%	100.0%		100.0%	100.0%	99.5%
6 th grade	99.7%	95.0%		99.9%	100.0%	99.8%	100.0%		100.0%	99.9%	100.0%
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		100.0%	99.9%	100.0%
8 th grade	99.3%	92.9%		99.9%	99.1%	99.4%	92.9%		92.9%	99.9%	99.1%
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		n/a	99.8%	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	42.9%	53.5%	70.3%	76.9%	42.7%	42.9%	57.9%	71.5%	84.6%	
4 th grade	45.6%	53.9%		72.0%	88.0%	39.7%	33.3%		72.2%	63.9%	
5 th grade	43.9%	57.1%		72.3%	73.0%	36.0%	40.0%		71.4%	67.2%	
6 th grade	36.6%	47.4%		71.5%	75.2%	35.4%	42.1%		74.2%	77.6%	
7 th grade	35.0%	44.4%		70.2%	83.4%	32.8%	38.9%		70.9%	75.9%	
8 th grade	24.7%	46.2%		61.8%	81.3%	25.7%	46.2%		65.0%	76.6%	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.7%	10.7%	0.2%
Suspensions Out-of-School & Alternate Site	14.9%	9.6%	12.4%	7.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	1.2%	No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	97.0%	65.15%
Inside Regular Class 79-40% of day	20.7%	3.0%	
Inside Regular Class less than 40% of day	14.6%	0.0%	11.35%
Separate School	0.4%	0.0%	
Residential Facility	0.2%	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	1.5%	0.0%	2.11%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	84.2%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS)ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel^o			
Ages 3 to 5	95.6%	0.0%	
Ages 6 to 21	90.6%	53.3%	

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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

ⁱ 2009-2010 Child Outcome Data collected and reported by LEAs as of 9/16/2010 using the Assessment Education and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company. Data reported reflect cut scores as updated by Brookes Publishing Company. Targets will be applied for the 2010-11 reporting period.

^j 2009-10 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
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 2010-11 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 2010-11 Performance Profile.**



PERFORMANCE PROFILE

School System: RSD-FirstLine Schools, Inc.
Total Public Population: 698

School Year: 2009-2010

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:

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

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

	State	Local
Students with Disabilities ^a	11.8%	14.8%
Gifted/Talented Students ^a	3.7%	0.7%
Regular Education Students ^a	84.5%	84.5%

	Special Ed.		2009-10 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	34.3%	n/a	34.0%	67.3%	n/a
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 9-12)	11.2%	n/a	18.6%	6.1%	n/a

	Special Ed.	
	State	Local
High School Diploma	21.9%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	10.1%	0.0%
Dropped Out	26.3%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Statewide Assessment (Initial Testers) ^e				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.2%	1.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	21.5%	45.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	70.0%	53.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.1%	1.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	21.6%	45.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	70.0%	53.1%	99.9%	100.0%
Proficient LEAP 4 th grade ELA	45.5%	42.9%	74.4%	55.2%
Proficient LEAP 4 th grade Math	51.3%	66.7%	73.9%	63.8%
Proficient LEAP 8 th grade ELA	23.9%	20.0%	67.2%	56.9%
Proficient LEAP 8 th grade Math	28.2%	16.7%	64.2%	55.6%
Proficient GEE ELA	22.2%	n/a	67.2%	n/a
Proficient GEE Math	39.6%	n/a	74.8%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C^e

	Math					ELA					
	Special Ed.		2009-10 State Target	Regular Ed.		Special Ed.		2009-10 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.9%	100.0%	98.75%	100.0%	100.0%	100.0%	100.0%	98.78%	100.0%	100.0%	
4 th grade	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	
5 th grade	99.9%	100.0%		100.0%	100.0%	99.9%	100.0%		100.0%	100.0%	
6 th grade	99.7%	100.0%		99.9%	100.0%	99.8%	100.0%		99.9%	100.0%	
7 th grade	99.4%	100.0%		99.9%	100.0%	99.7%	100.0%		99.9%	100.0%	
8 th grade	99.3%	100.0%		99.9%	100.0%	99.4%	100.0%		99.9%	100.0%	
10 th grade	99.0%	n/a		99.8%	n/a	98.8%	n/a		99.8%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	45.1%	71.4%	53.5%	70.3%	60.7%	42.7%	71.4%	57.9%	71.5%	57.4%	
4 th grade	45.6%	52.2%		72.0%	59.2%	39.7%	26.1%		72.2%	52.1%	
5 th grade	43.9%	28.6%		72.3%	50.8%	36.0%	28.6%		71.4%	41.8%	
6 th grade	36.6%	18.2%		71.5%	63.3%	35.4%	9.1%		74.2%	61.7%	
7 th grade	35.0%	37.5%		70.2%	64.6%	32.8%	12.5%		70.9%	47.7%	
8 th grade	24.7%	35.7%		61.8%	53.3%	25.7%	35.7%		65.0%	56.0%	
10 th grade	32.9%	n/a		74.8%	n/a	29.3%	n/a		67.3%	n/a	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.4%	10.7%	5.5%
Suspensions Out-of-School & Alternate Site	14.9%	33.6%	12.4%	32.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.5%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B^g

	Percent of Child Count	Significant Discrepancy?
Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	2.9%	Yes

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

	Special Ed.		2009-10 State Target
	State	Local	
Inside Regular Class 80% or more of day	62.9%	96.5%	65.15%
Inside Regular Class 79-40% of day	20.7%	2.3%	
Inside Regular Class less than 40% of day	14.6%	1.2%	
Separate School	0.4%	0.0%	2.11%
Residential Facility	0.2%	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	1.5%	0.0%	

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

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	63.0%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.4%	0.0%
In the Regular Early Childhood Program less than 40% of time	13.7%	0.0%
Attending a Special Education Program – Separate Class	5.7%	0.0%
Attending a Special Education Program – Separate School	0.1%	0.0%
Attending a Special Education Program – Residential Facility	0.0%	0.0%
Home	3.7%	0.0%
Service Provider Location	9.4%	0.0%

	Special Ed.		2009-10 State Target
	State	Local	
Outcomes for Preschool Children with IEPs – Indicator 7^l			
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:			
Positive social-emotional skills	63.4%	n/a	
Acquisition and use of knowledge and skills	63.0%	n/a	
Appropriate behaviors to meet needs	70.6%	n/a	
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	67.6%	n/a	
Acquisition and use of knowledge and skills	57.8%	n/a	
Appropriate behaviors to meet needs	74.3%	n/a	
Parental Involvement – Indicator 8^j			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	39.0%	*	45.0%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^k			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		No	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^k			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		No	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	99.9%	97.1%	100.0%
Effective Transition – Indicator 12^m			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	92.7%	n/a	100.0%
Extended School Year Services (ESYS) ⁿ			
Students Ages 3-21 Eligible for ESYS	3.7%	0.0%	
Students Ages 3-21 Received ESYS	88.8%	0.0%	
Highly Qualified Personnel ^o			
Ages 3 to 5	95.6%	n/a	
Ages 6 to 21	90.6%	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 1, 2010, SIS membership count.

^a February 1, 2010, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2008-09 cohort graduation rate (post-appeals). 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.

^c SIS, 2008-09 annual event dropout rate

^d June 30, 2010, IDEA exit count

^e Assessment data from Spring 2010 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2009-10 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2008-09 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.

^h Oct. 1, 2009, IDEA Data Tables (excluding nonpublic)

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^k 2009-10 monitoring/review of disproportionality data

^l SER, Evaluation Compliance Statewide Summary Report (7/1/09 to 6/30/10)

^m SER, Part C Transition Report (7/1/09 to 6/30/10)

ⁿ 2008-09 SER data; Summer 2009

^o October 1, 2009 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2009-10 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/data/district_accountability_reports.aspx. Scroll to the bottom of the page, choose the school year then select a district under "Subgroup Component 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 rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - 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 2010-11 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 2010-11 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.
- 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 2010-11 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 2010-11 Performance Profile.**