

PERFORMANCE PROFILE

School System: Acadia Parish
Total Public Population: >=9,550

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	29.7%	40.67%	67.2%	67.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.0%	18.6%	3.5%	2.8%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	23.9%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	14.7%			
Dropped Out	28.0%	35.8%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	19.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	73.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	19.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	73.3%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	40.0%		79.0%	69.3%
Proficient LEAP 4 th grade Math	53.1%	48.9%		75.7%	69.1%
Proficient LEAP 8 th grade ELA	29.2%	22.4%		71.7%	67.9%
Proficient LEAP 8 th grade Math	34.3%	17.2%		65.0%	59.8%
Proficient GEE ELA	21.0%	23.3%		62.4%	66.5%
Proficient GEE Math	37.0%	41.9%		71.5%	74.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	37.9%	65.2%	72.4%	71.5%	40.0%	47.0%	68.4%	73.0%	72.8%	
4 th grade	45.6%	41.1%		73.4%	65.5%	41.1%	27.8%		76.8%	65.8%	
5 th grade	41.9%	48.2%		69.0%	73.0%	38.4%	38.9%		71.1%	71.4%	
6 th grade	38.0%	43.9%		72.0%	66.6%	33.6%	36.6%		73.0%	72.5%	
7 th grade	34.6%	24.2%		69.0%	70.1%	35.1%	24.2%		72.1%	77.1%	
8 th grade	26.6%	13.3%		63.4%	58.2%	30.3%	23.3%		70.2%	66.1%	
10 th grade	26.5%	33.3%		71.3%	74.6%	29.5%	26.4%		62.2%	66.1%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	10.0%	10.3%	11.3%
Suspensions Out-of-School & Alternate Site	14.2%	18.2%	11.4%	15.6%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	67.2%	67.61%
Inside Regular Class 79-40% of day	21.0%	12.4%	
Inside Regular Class less than 40% of day	14.2%	18.3%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	5.2%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	65.6%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	9.1%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	11.0%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	65.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	70.6%	63.0%
Appropriate behaviors to meet needs	74.9%	58.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	75.6%	67.5%
Acquisition and use of knowledge and skills	56.2%	70.7%	57.5%
Appropriate behaviors to meet needs	69.0%	79.3%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	<1%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	31.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	74.1%	55.5%
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	83.5%	81.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Allen Parish
Total Public Population: >=4,310

School Year: 2010-2011

Louisiana’s six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence 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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	State	Local
Students with Disabilities ^a	11.4%	9.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	21.7%	40.67%	67.2%	72.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	<1%	18.6%	3.5%	1.8%

Exiting Special Education ^d	Special Ed.	
	State	Local
High School Diploma	21.2%	>=5%
GED/Skills Options	13.2%	>=10%
Certificate of Achievement	11.6%	>=5%
Dropped Out	28.0%	>=10%

Statewide Assessment (Initial Testers) ^e	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	11.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	17.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	71.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	11.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	16.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	72.4%		>95%	>95%
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Proficient LEAP 4 th grade Math	53.1%	74.2%		75.7%	84.8%
Proficient LEAP 8 th grade ELA	29.2%	21.4%		71.7%	78.6%
Proficient LEAP 8 th grade Math	34.3%	26.7%		65.0%	76.6%
Proficient GEE ELA	21.0%	<5%		62.4%	60.8%
Proficient GEE Math	37.0%	57.1%		71.5%	73.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	46.7%	65.2%	72.4%	85.7%	40.0%	53.3%	68.4%	73.0%	76.3%
4 th grade	45.6%	65.9%		73.4%	85.0%	41.1%	56.8%		76.8%	87.3%
5 th grade	41.9%	51.1%		69.0%	70.8%	38.4%	38.3%		71.1%	78.9%
6 th grade	38.0%	48.3%		72.0%	76.7%	33.6%	58.6%		73.0%	90.8%
7 th grade	34.6%	50.0%		69.0%	74.5%	35.1%	32.1%		72.1%	80.5%
8 th grade	26.6%	35.0%		63.4%	76.1%	30.3%	35.0%		70.2%	78.0%
10 th grade	26.5%	38.5%		71.3%	74.2%	29.5%	23.1%		62.2%	61.7%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	9.8%	10.3%	9.5%
Suspensions Out-of-School & Alternate Site	14.2%	11.7%	11.4%	9.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	72.4%	67.61%
Inside Regular Class 79-40% of day	21.0%	21.1%	
Inside Regular Class less than 40% of day	14.2%	5.7%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	6.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	71.2%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	18.6%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	68.4%	63.0%
Acquisition and use of knowledge and skills	71.0%	68.2%	63.0%
Appropriate behaviors to meet needs	74.9%	71.4%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	75.9%	67.5%
Acquisition and use of knowledge and skills	56.2%	58.6%	57.5%
Appropriate behaviors to meet needs	69.0%	82.8%	74.0%
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	31.8%	*	47.0%
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			*
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	43.5%	55.5%
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	83.5%	56.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	5.6%	
Students Ages 3-21 Received ESYS	91.6%	72.0%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	96.2%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Ascension Parish
Total Public Population: >=20,080

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	49.6%	40.67%	67.2%	75.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	1.7%	18.6%	3.5%	1.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	21.7%			
GED/Skills Options	13.2%	28.3%			
Certificate of Achievement	11.6%	9.2%			
Dropped Out	28.0%	11.8%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	11.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	81.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	10.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	81.2%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	51.6%		79.0%	86.1%
Proficient LEAP 4 th grade Math	53.1%	50.6%		75.7%	81.7%
Proficient LEAP 8 th grade ELA	29.2%	29.0%		71.7%	81.7%
Proficient LEAP 8 th grade Math	34.3%	48.7%		65.0%	78.9%
Proficient GEE ELA	21.0%	28.8%		62.4%	75.4%
Proficient GEE Math	37.0%	52.5%		71.5%	88.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	46.4%	65.2%	72.4%	80.9%	40.0%	44.0%	68.4%	73.0%	80.2%	
4 th grade	45.6%	44.7%		73.4%	78.4%	41.1%	41.9%		76.8%	83.6%	
5 th grade	41.9%	44.0%		69.0%	75.7%	38.4%	38.9%		71.1%	71.5%	
6 th grade	38.0%	40.7%		72.0%	79.6%	33.6%	30.5%		73.0%	76.6%	
7 th grade	34.6%	46.9%		69.0%	84.1%	35.1%	44.1%		72.1%	78.8%	
8 th grade	26.6%	45.4%		63.4%	78.3%	30.3%	30.3%		70.2%	81.2%	
10 th grade	26.5%	48.2%		71.3%	88.1%	29.5%	39.3%		62.2%	75.5%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	10.5%	10.3%	8.9%
Suspensions Out-of-School & Alternate Site	14.2%	8.1%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	80.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	11.5%	
Inside Regular Class less than 40% of day	14.2%	7.2%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	22.2%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	55.6%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	15.3%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	47.6%	63.0%
Acquisition and use of knowledge and skills	71.0%	53.9%	63.0%
Appropriate behaviors to meet needs	74.9%	53.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	57.5%	67.5%
Acquisition and use of knowledge and skills	56.2%	55.1%	57.5%
Appropriate behaviors to meet needs	69.0%	62.2%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	25.2%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	79.9%	55.5%
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	83.5%	90.6%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	5.2%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	94.3%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^h Oct. 1, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Assumption Parish
Total Public Population: >=3,870

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	7.7%	40.67%	67.2%	57.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	9.0%	18.6%	3.5%	5.6%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	12.8%			
GED/Skills Options	13.2%	46.2%			
Certificate of Achievement	11.6%	15.4%			
Dropped Out	28.0%	7.7%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	73.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	72.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	45.0%		79.0%	79.9%
Proficient LEAP 4 th grade Math	53.1%	45.0%		75.7%	75.3%
Proficient LEAP 8 th grade ELA	29.2%	36.8%		71.7%	77.1%
Proficient LEAP 8 th grade Math	34.3%	38.9%		65.0%	64.7%
Proficient GEE ELA	21.0%	37.5%		62.4%	56.6%
Proficient GEE Math	37.0%	50.0%		71.5%	70.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	37.5%		72.4%	71.4%	40.0%	37.5%		73.0%	71.8%	
4 th grade	45.6%	45.0%		73.4%	72.7%	41.1%	50.0%		76.8%	77.1%	
5 th grade	41.9%	50.0%		69.0%	59.3%	38.4%	27.8%		71.1%	56.1%	
6 th grade	38.0%	60.0%		72.0%	68.0%	33.6%	36.0%		73.0%	71.4%	
7 th grade	34.6%	46.7%		69.0%	67.4%	35.1%	33.3%		72.1%	76.1%	
8 th grade	26.6%	23.9%		63.4%	63.2%	30.3%	28.3%		70.2%	75.0%	
10 th grade	26.5%	50.0%	71.3%	69.9%	29.5%	37.5%	62.2%	56.5%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	11.7%	10.3%	7.3%
Suspensions Out-of-School & Alternate Site	14.2%	19.2%	11.4%	18.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	70.4%	67.61%
Inside Regular Class 79-40% of day	21.0%	24.1%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	33.3%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	43.9%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	7.0%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	10.5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=30%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	80.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	86.7%	63.0%
Appropriate behaviors to meet needs	74.9%	81.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	65.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	70.0%	57.5%
Appropriate behaviors to meet needs	69.0%	70.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	97.6%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	10.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	92.9%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	93.8%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Avoyelles Parish
Total Public Population: >=6,100

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	15.1%	40.67%	67.2%	52.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	7.5%	18.6%	3.5%	4.6%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	7.9%			
GED/Skills Options	13.2%	23.7%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	31.6%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	15.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	15.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	68.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	15.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	14.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	69.3%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	39.3%		79.0%	65.3%
Proficient LEAP 4 th grade Math	53.1%	53.6%		75.7%	67.8%
Proficient LEAP 8 th grade ELA	29.2%	18.2%		71.7%	53.1%
Proficient LEAP 8 th grade Math	34.3%	9.1%		65.0%	48.3%
Proficient GEE ELA	21.0%	11.1%		62.4%	60.6%
Proficient GEE Math	37.0%	30.0%		71.5%	70.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	45.5%		72.4%	62.1%	40.0%	39.4%		73.0%	63.6%	
4 th grade	45.6%	40.0%		73.4%	63.5%	41.1%	38.0%		76.8%	62.2%	
5 th grade	41.9%	34.8%		69.0%	57.9%	38.4%	30.4%		71.1%	56.8%	
6 th grade	38.0%	42.1%		72.0%	70.1%	33.6%	36.8%		73.0%	68.3%	
7 th grade	34.6%	33.3%		69.0%	52.4%	35.1%	33.3%		72.1%	57.6%	
8 th grade	26.6%	14.3%		63.4%	41.8%	30.3%	14.3%		70.2%	45.4%	
10 th grade	26.5%	38.5%	71.3%	70.3%	29.5%	23.1%	62.2%	60.7%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	14.6%	10.3%	19.7%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	17.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	70.4%	67.61%
Inside Regular Class 79-40% of day	21.0%	9.9%	
Inside Regular Class less than 40% of day	14.2%	14.8%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	13.2%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	39.5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	30.3%
Separate Class	5.4%	10.5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	>=10%

	Special Ed.		2010-11 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	69.6%	75.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	80.0%	63.0%
Appropriate behaviors to meet needs	74.9%	88.9%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	40.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	30.0%	57.5%
Appropriate behaviors to meet needs	69.0%	40.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	19.2%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	73.1%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	94.7%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Beauregard Parish
Total Public Population: >=6,170

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	16.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	54.3%	40.67%	67.2%	85.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	<1%	18.6%	3.5%	<1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	26.2%			
GED/Skills Options	13.2%	19.7%			
Certificate of Achievement	11.6%	16.4%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	13.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	80.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	14.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	79.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	40.3%		79.0%	82.9%
Proficient LEAP 4 th grade Math	53.1%	45.5%		75.7%	83.9%
Proficient LEAP 8 th grade ELA	29.2%	27.1%		71.7%	73.9%
Proficient LEAP 8 th grade Math	34.3%	31.3%		65.0%	63.9%
Proficient GEE ELA	21.0%	21.4%		62.4%	68.9%
Proficient GEE Math	37.0%	50.0%		71.5%	78.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	42.3%		72.4%	85.1%	40.0%	36.5%		73.0%	82.6%	
4 th grade	45.6%	42.5%		73.4%	82.9%	41.1%	37.7%		76.8%	82.1%	
5 th grade	41.9%	41.8%		69.0%	75.7%	38.4%	34.3%		71.1%	78.4%	
6 th grade	38.0%	34.6%		72.0%	79.1%	33.6%	22.2%		73.0%	80.9%	
7 th grade	34.6%	33.9%		69.0%	67.0%	35.1%	33.9%		72.1%	74.2%	
8 th grade	26.6%	25.4%		63.4%	63.3%	30.3%	27.0%		70.2%	74.2%	
10 th grade	26.5%	43.8%	71.3%	78.8%	29.5%	19.4%	62.2%	69.4%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	23.3%	10.3%	21.1%
Suspensions Out-of-School & Alternate Site	14.2%	11.1%	11.4%	7.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	66.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	24.8%	
Inside Regular Class less than 40% of day	14.2%	8.6%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	75.3%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	16.3%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=70%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	81.4%	63.0%
Acquisition and use of knowledge and skills	71.0%	85.7%	63.0%
Appropriate behaviors to meet needs	74.9%	89.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	69.9%	67.5%
Acquisition and use of knowledge and skills	56.2%	64.4%	57.5%
Appropriate behaviors to meet needs	69.0%	78.1%	74.0%
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	31.8%	37.2%	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	21.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	82.1%	55.5%
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	83.5%	92.9%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	73.9%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^h Oct. 1, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Bienville Parish
Total Public Population: >=2,310

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	53.3%	40.67%	67.2%	85.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.7%	18.6%	3.5%	2.3%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=30%			
GED/Skills Options	13.2%	>=30%			
Certificate of Achievement	11.6%	>=5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	18.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	22.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	59.6%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	18.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	22.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	59.6%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	18.2%		79.0%	75.5%
Proficient LEAP 4 th grade Math	53.1%	36.4%		75.7%	71.2%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	65.0%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	61.5%
Proficient GEE ELA	21.0%	33.3%		62.4%	66.4%
Proficient GEE Math	37.0%	33.3%		71.5%	77.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)	43.9%	22.2%	65.2%	72.4%	60.2%	40.0%	11.1%	68.4%	73.0%	62.7%	
3 rd grade	45.6%	31.6%		73.4%	68.7%	41.1%	26.3%		76.8%	73.9%	
4 th grade	41.9%	50.0%		69.0%	69.2%	38.4%	50.0%		71.1%	80.1%	
5 th grade	38.0%	36.4%		72.0%	66.4%	33.6%	27.3%		73.0%	61.7%	
6 th grade	34.6%	44.4%		69.0%	64.6%	35.1%	33.3%		72.1%	68.6%	
7 th grade	26.6%	44.4%		63.4%	59.1%	30.3%	33.3%		70.2%	64.4%	
8 th grade	26.5%	16.7%		71.3%	77.8%	29.5%	33.3%		62.2%	66.4%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	10.0%	11.4%	10.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	80.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	10.4%	
Inside Regular Class less than 40% of day	14.2%	8.7%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	48.5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	6.1%
Separate Class	5.4%	27.3%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	12.1%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>=20%

	Special Ed.		2010-11 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	69.6%	60.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	80.0%	63.0%
Appropriate behaviors to meet needs	74.9%	80.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	60.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	60.0%	57.5%
Appropriate behaviors to meet needs	69.0%	60.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	47.6%	55.5%
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	83.5%	81.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	62.5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSi) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Bossier Parish
Total Public Population: >=20,750

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	25.7%	40.67%	67.2%	75.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.4%	18.6%	3.5%	2.1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	25.5%			
GED/Skills Options	13.2%	13.8%			
Certificate of Achievement	11.6%	10.3%			
Dropped Out	28.0%	12.4%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	9.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	19.2%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	70.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	9.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	19.6%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	70.4%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	51.3%		79.0%	83.9%
Proficient LEAP 4 th grade Math	53.1%	58.9%		75.7%	81.7%
Proficient LEAP 8 th grade ELA	29.2%	43.9%		71.7%	76.1%
Proficient LEAP 8 th grade Math	34.3%	36.4%		65.0%	67.0%
Proficient GEE ELA	21.0%	21.6%		62.4%	56.7%
Proficient GEE Math	37.0%	35.3%		71.5%	69.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	44.5%	65.2%	72.4%	76.8%	40.0%	40.1%	68.4%	73.0%	77.7%	
4 th grade	45.6%	50.2%		73.4%	79.4%	41.1%	46.2%		76.8%	82.1%	
5 th grade	41.9%	47.1%		69.0%	77.0%	38.4%	43.6%		71.1%	78.0%	
6 th grade	38.0%	36.2%		72.0%	74.4%	33.6%	26.2%		73.0%	77.4%	
7 th grade	34.6%	38.4%		69.0%	70.1%	35.1%	33.5%		72.1%	74.7%	
8 th grade	26.6%	33.9%		63.4%	66.5%	30.3%	47.6%		70.2%	75.6%	
10 th grade	26.5%	27.5%		71.3%	69.1%	29.5%	32.0%		62.2%	56.7%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	18.6%	10.3%	15.3%
Suspensions Out-of-School & Alternate Site	14.2%	10.5%	11.4%	6.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	56.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	34.0%	
Inside Regular Class less than 40% of day	14.2%	8.9%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=10%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=40%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	>=10%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=20%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	>=5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	73.1%	63.0%
Acquisition and use of knowledge and skills	71.0%	75.3%	63.0%
Appropriate behaviors to meet needs	74.9%	73.7%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	45.2%	67.5%
Acquisition and use of knowledge and skills	56.2%	31.0%	57.5%
Appropriate behaviors to meet needs	69.0%	56.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	20.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	74.4%	55.5%
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	83.5%	85.1%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	98.7%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Caddo Parish
Total Public Population: >=42,140

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	9.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	23.1%	40.67%	67.2%	57.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	7.8%	18.6%	3.5%	5.1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	17.7%			
GED/Skills Options	13.2%	13.2%			
Certificate of Achievement	11.6%	13.5%			
Dropped Out	28.0%	41.6%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	13.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	17.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	67.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	13.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	18.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	67.4%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	41.8%		79.0%	73.6%
Proficient LEAP 4 th grade Math	53.1%	40.1%		75.7%	66.7%
Proficient LEAP 8 th grade ELA	29.2%	22.7%		71.7%	68.6%
Proficient LEAP 8 th grade Math	34.3%	27.9%		65.0%	57.5%
Proficient GEE ELA	21.0%	5.8%		62.4%	56.1%
Proficient GEE Math	37.0%	18.5%		71.5%	56.7%

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

	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	30.5%	65.2%	72.4%	59.1%	40.0%	25.1%	68.4%	73.0%	61.4%	
4 th grade	45.6%	37.0%		73.4%	63.1%	41.1%	35.9%		76.8%	70.6%	
5 th grade	41.9%	32.3%		69.0%	61.7%	38.4%	30.7%		71.1%	65.0%	
6 th grade	38.0%	31.9%		72.0%	62.2%	33.6%	24.0%		73.0%	64.0%	
7 th grade	34.6%	28.3%		69.0%	57.7%	35.1%	26.2%		72.1%	66.5%	
8 th grade	26.6%	28.3%		63.4%	55.5%	30.3%	30.1%		70.2%	66.3%	
10 th grade	26.5%	20.8%		71.3%	56.6%	29.5%	25.8%		62.2%	56.0%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	9.6%	10.3%	13.2%
Suspensions Out-of-School & Alternate Site	14.2%	10.9%	11.4%	9.4%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

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

	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

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

	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	53.9%	67.61%
Inside Regular Class 79-40% of day	21.0%	17.5%	
Inside Regular Class less than 40% of day	14.2%	27.5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

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

	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	32.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	23.2%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	38.5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=30%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	85.7%	63.0%
Acquisition and use of knowledge and skills	71.0%	80.5%	63.0%
Appropriate behaviors to meet needs	74.9%	84.4%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	67.7%	67.5%
Acquisition and use of knowledge and skills	56.2%	45.6%	57.5%
Appropriate behaviors to meet needs	69.0%	67.7%	74.0%
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	31.8%	*	47.0%
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			*
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	21.1%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	30.7%	55.5%
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	83.5%	88.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	98.1%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

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State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
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 - 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Calcasieu Parish
Total Public Population: >=33,190

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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	State	Local
Students with Disabilities ^a	11.4%	14.3%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	41.4%	40.67%	67.2%	76.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.0%	18.6%	3.5%	2.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	21.7%			
GED/Skills Options	13.2%	22.3%			
Certificate of Achievement	11.6%	5.4%			
Dropped Out	28.0%	18.5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	28.9%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	64.5%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	28.5%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	64.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	52.7%		79.0%	83.8%
Proficient LEAP 4 th grade Math	53.1%	63.8%		75.7%	81.2%
Proficient LEAP 8 th grade ELA	29.2%	38.9%		71.7%	78.6%
Proficient LEAP 8 th grade Math	34.3%	45.7%		65.0%	69.5%
Proficient GEE ELA	21.0%	24.5%		62.4%	68.2%
Proficient GEE Math	37.0%	45.9%		71.5%	74.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	94.6%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	47.0%	65.2%	72.4%	78.8%	40.0%	45.7%	68.4%	73.0%	80.7%	
4 th grade	45.6%	50.7%		73.4%	79.9%	41.1%	43.6%		76.8%	82.7%	
5 th grade	41.9%	51.0%		69.0%	73.1%	38.4%	51.6%		71.1%	81.8%	
6 th grade	38.0%	41.4%		72.0%	76.3%	33.6%	41.4%		73.0%	78.8%	
7 th grade	34.6%	39.3%		69.0%	73.2%	35.1%	42.5%		72.1%	75.4%	
8 th grade	26.6%	34.9%		63.4%	68.4%	30.3%	40.9%		70.2%	77.4%	
10 th grade	26.5%	36.5%		71.3%	74.1%	29.5%	39.2%		62.2%	68.1%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	13.0%	10.3%	13.7%
Suspensions Out-of-School & Alternate Site	14.2%	13.2%	11.4%	9.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	65.8%	67.61%
Inside Regular Class 79-40% of day	21.0%	18.5%	
Inside Regular Class less than 40% of day	14.2%	15.0%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	26.3%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	42.3%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	11.2%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	12.2%
Home and receiving majority of services at other location	9.1%	5.2%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	76.5%	63.0%
Acquisition and use of knowledge and skills	71.0%	79.5%	63.0%
Appropriate behaviors to meet needs	74.9%	78.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	73.6%	67.5%
Acquisition and use of knowledge and skills	56.2%	67.3%	57.5%
Appropriate behaviors to meet needs	69.0%	80.8%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	97.9%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	14.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	77.3%	55.5%
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	83.5%	87.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	76.6%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	97.9%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Caldwell Parish
Total Public Population: >=1,700

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	14.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	46.2%	40.67%	67.2%	82.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	<1%	18.6%	3.5%	<1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=5%			
GED/Skills Options	13.2%	>=30%			
Certificate of Achievement	11.6%	>=30%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=10%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	85.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=10%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	85.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	60.7%		79.0%	78.2%
Proficient LEAP 4 th grade Math	53.1%	60.7%		75.7%	70.3%
Proficient LEAP 8 th grade ELA	29.2%	16.7%		71.7%	77.5%
Proficient LEAP 8 th grade Math	34.3%	25.0%		65.0%	64.9%
Proficient GEE ELA	21.0%	<5%		62.4%	70.1%
Proficient GEE Math	37.0%	<5%		71.5%	76.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	31.6%	65.2%	72.4%	69.2%	40.0%	10.5%	68.4%	73.0%	74.0%	
4 th grade	45.6%	61.1%		73.4%	69.3%	41.1%	58.3%		76.8%	79.2%	
5 th grade	41.9%	31.8%		69.0%	67.6%	38.4%	27.3%		71.1%	76.6%	
6 th grade	38.0%	41.7%		72.0%	80.7%	33.6%	33.3%		73.0%	85.2%	
7 th grade	34.6%	20.0%		69.0%	65.6%	35.1%	40.0%		72.1%	77.4%	
8 th grade	26.6%	23.5%		63.4%	64.3%	30.3%	17.7%		70.2%	75.9%	
10 th grade	26.5%	<5%		71.3%	76.6%	29.5%	<5%		62.2%	70.1%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	5.9%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	6.9%	11.4%	9.8%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	90.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	6.8%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=70%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=10%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	>=5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	<5%	63.0%
Acquisition and use of knowledge and skills	71.0%	>95%	63.0%
Appropriate behaviors to meet needs	74.9%	>95%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	>95%	67.5%
Acquisition and use of knowledge and skills	56.2%	>95%	57.5%
Appropriate behaviors to meet needs	69.0%	>95%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	8.0%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	5.3%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	21.1%	55.5%
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	83.5%	47.4%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	44.4%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Cameron Parish
Total Public Population: >=1,290

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	13.3%
Gifted/Talented Students ^a	<5%	8.6%
Regular Education Students ^a	>=80%	78.1%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	60.0%	40.67%	67.2%	83.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	<1%	18.6%	3.5%	<1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	>=10%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	>=20%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	15.6%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	77.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	15.6%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	77.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	82.1%
Proficient LEAP 4 th grade Math	53.1%	37.5%		75.7%	73.7%
Proficient LEAP 8 th grade ELA	29.2%	66.7%		71.7%	82.8%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	66.3%
Proficient GEE ELA	21.0%	33.3%		62.4%	60.8%
Proficient GEE Math	37.0%	33.3%		71.5%	70.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	52.9%	65.2%	72.4%	71.8%	40.0%	52.9%	68.4%	73.0%	78.9%	
4 th grade	45.6%	44.4%		73.4%	72.9%	41.1%	55.6%		76.8%	82.3%	
5 th grade	41.9%	58.3%		69.0%	72.0%	38.4%	16.7%		71.1%	78.1%	
6 th grade	38.0%	12.5%		72.0%	72.5%	33.6%	18.8%		73.0%	81.3%	
7 th grade	34.6%	41.7%		69.0%	69.0%	35.1%	58.3%		72.1%	71.0%	
8 th grade	26.6%	<5%		63.4%	63.3%	30.3%	40.0%		70.2%	81.1%	
10 th grade	26.5%	16.7%		71.3%	69.9%	29.5%	16.7%		62.2%	60.2%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	6.6%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	75.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	19.3%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	23.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	57.1%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	14.3%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	>95%	63.0%
Acquisition and use of knowledge and skills	71.0%	83.3%	63.0%
Appropriate behaviors to meet needs	74.9%	85.7%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	88.9%	67.5%
Acquisition and use of knowledge and skills	56.2%	77.8%	57.5%
Appropriate behaviors to meet needs	69.0%	77.8%	74.0%
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	31.8%	40.0%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	37.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	>95%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	5.5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	95.4%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Catahoula Parish
Total Public Population: >=1,560

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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	State	Local
Students with Disabilities ^a	11.4%	10.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	25.0%	40.67%	67.2%	68.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.4%	18.6%	3.5%	4.4%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	13.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	5.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	80.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	13.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	5.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	80.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	16.7%		79.0%	>95%
Proficient LEAP 4 th grade Math	53.1%	33.3%		75.7%	>95%
Proficient LEAP 8 th grade ELA	29.2%	25.0%		71.7%	70.5%
Proficient LEAP 8 th grade Math	34.3%	25.0%		65.0%	62.8%
Proficient GEE ELA	21.0%	<5%		62.4%	73.9%
Proficient GEE Math	37.0%	<5%		71.5%	79.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)	43.9%	37.5%	65.2%	72.4%	85.9%	40.0%	56.3%	68.4%	73.0%	84.9%	
3 rd grade	45.6%	28.6%		73.4%	91.7%	41.1%	19.1%		76.8%	94.8%	
4 th grade	41.9%	30.0%		69.0%	62.1%	38.4%	30.0%		71.1%	60.5%	
5 th grade	38.0%	22.2%		72.0%	70.5%	33.6%	11.1%		73.0%	67.2%	
6 th grade	34.6%	40.0%		69.0%	81.4%	35.1%	30.0%		72.1%	80.5%	
7 th grade	26.6%	20.0%		63.4%	62.3%	30.3%	20.0%		70.2%	71.4%	
8 th grade	26.5%	33.3%		71.3%	79.3%	29.5%	33.3%		62.2%	73.6%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	9.2%	11.4%	14.3%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	77.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	10.7%	
Inside Regular Class less than 40% of day	14.2%	11.5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	16.7%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	70.8%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	8.3%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	>95%	63.0%
Acquisition and use of knowledge and skills	71.0%	>95%	63.0%
Appropriate behaviors to meet needs	74.9%	>95%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	>95%	67.5%
Acquisition and use of knowledge and skills	56.2%	>95%	57.5%
Appropriate behaviors to meet needs	69.0%	>95%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	16.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	66.7%	55.5%
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	83.5%	83.3%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	71.4%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	93.6%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Claiborne Parish
Total Public Population: >=2,100

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	16.2%
Gifted/Talented Students ^a	<5%	5.1%
Regular Education Students ^a	>=80%	78.7%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	40.5%	40.67%	67.2%	70.7%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.0%	18.6%	3.5%	3.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	>=5%			
Certificate of Achievement	11.6%	>=20%			
Dropped Out	28.0%	>=30%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	9.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	32.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	59.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	9.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	32.6%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	58.4%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	62.5%		79.0%	75.3%
Proficient LEAP 4 th grade Math	53.1%	62.5%		75.7%	72.3%
Proficient LEAP 8 th grade ELA	29.2%	50.0%		71.7%	61.1%
Proficient LEAP 8 th grade Math	34.3%	80.0%		65.0%	66.4%
Proficient GEE ELA	21.0%	12.5%		62.4%	55.2%
Proficient GEE Math	37.0%	37.5%		71.5%	63.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	40.0%		72.4%	59.6%	40.0%	40.0%		73.0%	69.7%	
4 th grade	45.6%	55.0%		73.4%	72.1%	41.1%	50.0%		76.8%	74.0%	
5 th grade	41.9%	44.4%		69.0%	41.9%	38.4%	37.0%		71.1%	49.2%	
6 th grade	38.0%	39.3%		72.0%	61.3%	33.6%	32.1%		73.0%	71.0%	
7 th grade	34.6%	25.9%		69.0%	48.9%	35.1%	14.8%		72.1%	59.1%	
8 th grade	26.6%	36.8%		63.4%	61.5%	30.3%	47.4%		70.2%	59.0%	
10 th grade	26.5%	33.3%	71.3%	63.4%	29.5%	33.3%	62.2%	54.5%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	17.6%	11.4%	13.3%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	56.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	38.2%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	17.1%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	60.0%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	17.1%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	72.2%	63.0%
Acquisition and use of knowledge and skills	71.0%	85.7%	63.0%
Appropriate behaviors to meet needs	74.9%	93.8%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	54.6%	67.5%
Acquisition and use of knowledge and skills	56.2%	63.6%	57.5%
Appropriate behaviors to meet needs	69.0%	72.7%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	37.0%	55.5%
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	83.5%	44.4%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	88.8%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Concordia Parish
Total Public Population: >=3,870

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	9.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	33.3%	40.67%	67.2%	66.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.9%	18.6%	3.5%	4.4%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	>=5%			
Certificate of Achievement	11.6%	>=20%			
Dropped Out	28.0%	>=10%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	11.6%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	24.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	64.2%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	11.6%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	23.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	64.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	47.1%		79.0%	71.5%
Proficient LEAP 4 th grade Math	53.1%	47.1%		75.7%	69.0%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	75.9%
Proficient LEAP 8 th grade Math	34.3%	7.1%		65.0%	63.9%
Proficient GEE ELA	21.0%	14.3%		62.4%	68.1%
Proficient GEE Math	37.0%	57.1%		71.5%	72.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	31.3%	65.2%	72.4%	74.6%	40.0%	28.1%	68.4%	73.0%	80.6%	
4 th grade	45.6%	39.0%		73.4%	64.3%	41.1%	34.2%		76.8%	66.8%	
5 th grade	41.9%	27.6%		69.0%	66.2%	38.4%	17.2%		71.1%	57.9%	
6 th grade	38.0%	40.0%		72.0%	67.4%	33.6%	22.9%		73.0%	63.2%	
7 th grade	34.6%	40.0%		69.0%	62.7%	35.1%	25.0%		72.1%	64.2%	
8 th grade	26.6%	18.5%		63.4%	61.5%	30.3%	14.8%		70.2%	73.2%	
10 th grade	26.5%	40.0%		71.3%	72.8%	29.5%	21.4%		62.2%	69.4%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	11.8%	10.3%	12.7%
Suspensions Out-of-School & Alternate Site	14.2%	18.2%	11.4%	18.3%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	67.9%	67.61%
Inside Regular Class 79-40% of day	21.0%	29.4%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=70%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	>=5%
Home and receiving majority of services at other location	9.1%	>=5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	69.2%	63.0%
Acquisition and use of knowledge and skills	71.0%	56.3%	63.0%
Appropriate behaviors to meet needs	74.9%	90.9%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	78.3%	67.5%
Acquisition and use of knowledge and skills	56.2%	65.2%	57.5%
Appropriate behaviors to meet needs	69.0%	87.0%	74.0%
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	31.8%	*	47.0%
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			*
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	23.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	94.1%	55.5%
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	83.5%	94.1%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	7.9%	
Students Ages 3-21 Received ESYS	91.6%	90.0%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	91.7%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: DeSoto Parish
Total Public Population: >=4,970

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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	State	Local
Students with Disabilities ^a	11.4%	10.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	44.0%	40.67%	67.2%	75.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	13.5%	18.6%	3.5%	5.7%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	58.1%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	12.9%			
Dropped Out	28.0%	16.1%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	36.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	56.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.6%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	38.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	54.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	35.7%		79.0%	66.5%
Proficient LEAP 4 th grade Math	53.1%	25.0%		75.7%	61.9%
Proficient LEAP 8 th grade ELA	29.2%	28.6%		71.7%	66.9%
Proficient LEAP 8 th grade Math	34.3%	50.0%		65.0%	55.3%
Proficient GEE ELA	21.0%	7.7%		62.4%	58.9%
Proficient GEE Math	37.0%	<5%		71.5%	65.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	37.9%		72.4%	65.9%	40.0%	20.7%		73.0%	67.5%	
4 th grade	45.6%	16.0%		73.4%	58.4%	41.1%	22.0%		76.8%	60.3%	
5 th grade	41.9%	33.3%		69.0%	66.2%	38.4%	42.9%		71.1%	59.2%	
6 th grade	38.0%	30.8%		72.0%	58.7%	33.6%	26.9%		73.0%	61.6%	
7 th grade	34.6%	44.4%		69.0%	68.9%	35.1%	38.5%		72.1%	72.2%	
8 th grade	26.6%	34.4%		63.4%	51.2%	30.3%	40.6%		70.2%	63.6%	
10 th grade	26.5%	5.0%	71.3%	66.5%	29.5%	37.1%	62.2%	59.0%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	11.1%	10.3%	11.8%
Suspensions Out-of-School & Alternate Site	14.2%	11.6%	11.4%	10.8%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	73.8%	67.61%
Inside Regular Class 79-40% of day	21.0%	18.3%	
Inside Regular Class less than 40% of day	14.2%	7.7%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	19.2%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	56.4%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	21.8%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	68.4%	63.0%
Acquisition and use of knowledge and skills	71.0%	75.0%	63.0%
Appropriate behaviors to meet needs	74.9%	75.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	76.5%	67.5%
Acquisition and use of knowledge and skills	56.2%	73.5%	57.5%
Appropriate behaviors to meet needs	69.0%	73.5%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	33.3%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	80.4%	55.5%
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	83.5%	84.3%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSi) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: East Baton Rouge Parish
Total Public Population: >=42,850

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	22.0%	40.67%	67.2%	59.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	6.8%	18.6%	3.5%	4.3%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	16.8%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	22.0%			
Dropped Out	28.0%	33.6%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	37.5%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	55.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	37.9%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	55.5%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.2%		79.0%	70.4%
Proficient LEAP 4 th grade Math	53.1%	48.7%		75.7%	67.5%
Proficient LEAP 8 th grade ELA	29.2%	27.8%		71.7%	62.5%
Proficient LEAP 8 th grade Math	34.3%	29.9%		65.0%	54.7%
Proficient GEE ELA	21.0%	25.9%		62.4%	55.2%
Proficient GEE Math	37.0%	30.0%		71.5%	62.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	37.3%	65.2%	72.4%	65.5%	40.0%	31.1%	68.4%	73.0%	61.2%	
4 th grade	45.6%	38.5%		73.4%	64.3%	41.1%	35.3%		76.8%	67.7%	
5 th grade	41.9%	33.0%		69.0%	59.3%	38.4%	32.0%		71.1%	62.4%	
6 th grade	38.0%	32.1%		72.0%	67.5%	33.6%	27.2%		73.0%	64.8%	
7 th grade	34.6%	29.8%		69.0%	62.2%	35.1%	30.4%		72.1%	64.6%	
8 th grade	26.6%	17.1%		63.4%	53.3%	30.3%	27.4%		70.2%	61.0%	
10 th grade	26.5%	18.8%		71.3%	61.6%	29.5%	32.7%		62.2%	54.8%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	19.1%	11.4%	20.4%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	62.4%	67.61%
Inside Regular Class 79-40% of day	21.0%	13.5%	
Inside Regular Class less than 40% of day	14.2%	23.1%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	30.7%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	50.6%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	11.6%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=30%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	65.9%	63.0%
Acquisition and use of knowledge and skills	71.0%	63.0%	63.0%
Appropriate behaviors to meet needs	74.9%	73.2%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	61.4%	67.5%
Acquisition and use of knowledge and skills	56.2%	44.9%	57.5%
Appropriate behaviors to meet needs	69.0%	59.1%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	26.1%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	65.4%	55.5%
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	83.5%	76.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	85.6%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	97.6%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSi) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: East Carroll Parish
Total Public Population: >=1,230

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	61.5%	40.67%	67.2%	67.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	1.5%	18.6%	3.5%	1.9%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	>=10%			
Certificate of Achievement	11.6%	>=20%			
Dropped Out	28.0%	>=10%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	9.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	29.2%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	61.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	9.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	29.2%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	61.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	40.0%		79.0%	78.8%
Proficient LEAP 4 th grade Math	53.1%	80.0%		75.7%	83.5%
Proficient LEAP 8 th grade ELA	29.2%	14.3%		71.7%	82.4%
Proficient LEAP 8 th grade Math	34.3%	28.6%		65.0%	>95%
Proficient GEE ELA	21.0%	<5%		62.4%	48.3%
Proficient GEE Math	37.0%	33.3%		71.5%	87.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	30.8%		72.4%	59.5%	40.0%	38.5%		73.0%	68.9%	
4 th grade	45.6%	70.0%		73.4%	84.7%	41.1%	50.0%		76.8%	78.8%	
5 th grade	41.9%	38.5%		69.0%	60.3%	38.4%	46.2%		71.1%	69.9%	
6 th grade	38.0%	66.7%		72.0%	57.3%	33.6%	75.0%		73.0%	62.7%	
7 th grade	34.6%	12.5%		69.0%	28.8%	35.1%	>95%		72.1%	43.8%	
8 th grade	26.6%	28.6%		63.4%	>95%	30.3%	14.3%		70.2%	82.4%	
10 th grade	26.5%	11.1%	71.3%	85.2%	29.5%	55.6%	62.2%	47.7%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	8.6%	10.3%	7.9%
Suspensions Out-of-School & Alternate Site	14.2%	11.5%	11.4%	17.1%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	80.6%	67.61%
Inside Regular Class 79-40% of day	21.0%	18.5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=30%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=50%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	>=5%
Home and receiving majority of services at other location	9.1%	>=5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=30%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	71.4%	63.0%
Acquisition and use of knowledge and skills	71.0%	85.7%	63.0%
Appropriate behaviors to meet needs	74.9%	50.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	71.4%	67.5%
Acquisition and use of knowledge and skills	56.2%	71.4%	57.5%
Appropriate behaviors to meet needs	69.0%	71.4%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	40.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	50.0%	55.5%
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	83.5%	60.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: East Feliciana Parish
Total Public Population: >=2,090

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	13.2%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	15.8%	40.67%	67.2%	64.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.9%	18.6%	3.5%	5.1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	>=5%			
Certificate of Achievement	11.6%	>=30%			
Dropped Out	28.0%	>=10%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	40.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	52.6%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.6%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	39.4%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	53.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	42.9%		79.0%	67.2%
Proficient LEAP 4 th grade Math	53.1%	61.5%		75.7%	65.9%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	63.3%
Proficient LEAP 8 th grade Math	34.3%	25.0%		65.0%	61.2%
Proficient GEE ELA	21.0%	25.0%		62.4%	41.0%
Proficient GEE Math	37.0%	33.3%		71.5%	63.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	23.8%	65.2%	72.4%	53.7%	40.0%	38.1%	68.4%	73.0%	64.6%	
4 th grade	45.6%	51.7%		73.4%	61.8%	41.1%	30.0%		76.8%	64.2%	
5 th grade	41.9%	31.8%		69.0%	49.3%	38.4%	36.4%		71.1%	44.5%	
6 th grade	38.0%	31.3%		72.0%	51.5%	33.6%	25.0%		73.0%	68.4%	
7 th grade	34.6%	31.3%		69.0%	63.2%	35.1%	53.1%		72.1%	45.3%	
8 th grade	26.6%	6.7%		63.4%	60.2%	30.3%	<5%		70.2%	63.1%	
10 th grade	26.5%	10.0%		71.3%	63.7%	29.5%	50.0%		62.2%	41.2%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	21.2%	11.4%	18.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=60%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=20%	
Inside Regular Class less than 40% of day	14.2%	>=5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	66.7%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	12.5%
Separate Class	5.4%	16.7%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>=10%

	Special Ed.		2010-11 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	69.6%	>95%	63.0%
Acquisition and use of knowledge and skills	71.0%	>95%	63.0%
Appropriate behaviors to meet needs	74.9%	>95%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	>95%	67.5%
Acquisition and use of knowledge and skills	56.2%	>95%	57.5%
Appropriate behaviors to meet needs	69.0%	>95%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	28.6%	55.5%
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	83.5%	50.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	6.4%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Evangeline Parish
Total Public Population: >=5,970

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	13.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	20.0%	40.67%	67.2%	55.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	6.4%	18.6%	3.5%	3.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	19.5%			
GED/Skills Options	13.2%	15.6%			
Certificate of Achievement	11.6%	19.5%			
Dropped Out	28.0%	24.7%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	8.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	35.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	55.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	8.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	35.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	56.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	41.2%		79.0%	82.0%
Proficient LEAP 4 th grade Math	53.1%	51.4%		75.7%	85.5%
Proficient LEAP 8 th grade ELA	29.2%	38.5%		71.7%	79.3%
Proficient LEAP 8 th grade Math	34.3%	33.3%		65.0%	74.7%
Proficient GEE ELA	21.0%	33.3%		62.4%	55.7%
Proficient GEE Math	37.0%	60.0%		71.5%	71.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	93.9%		>95%	>95%	>95%	93.9%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	44.4%	65.2%	72.4%	84.6%	40.0%	42.2%	68.4%	73.0%	81.2%
4 th grade	45.6%	36.8%		73.4%	83.5%	41.1%	32.8%		76.8%	80.4%
5 th grade	41.9%	28.1%		69.0%	67.1%	38.4%	31.3%		71.1%	72.5%
6 th grade	38.0%	32.4%		72.0%	75.3%	33.6%	32.4%		73.0%	80.6%
7 th grade	34.6%	40.3%		69.0%	76.5%	35.1%	54.6%		72.1%	78.7%
8 th grade	26.6%	29.2%		63.4%	73.3%	30.3%	32.4%		70.2%	78.3%
10 th grade	26.5%	32.7%		71.3%	71.5%	29.5%	38.8%		62.2%	56.1%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	27.7%	11.4%	19.1%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	49.7%	67.61%
Inside Regular Class 79-40% of day	21.0%	26.5%	
Inside Regular Class less than 40% of day	14.2%	22.8%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	48.5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	18.2%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	18.2%
Home and receiving majority of services at other location	9.1%	13.6%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	47.4%	63.0%
Acquisition and use of knowledge and skills	71.0%	50.0%	63.0%
Appropriate behaviors to meet needs	74.9%	52.9%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	40.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	36.0%	57.5%
Appropriate behaviors to meet needs	69.0%	44.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	20.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	42.6%	55.5%
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	83.5%	81.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	63.6%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	96.7%	

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

Total Public Population is General Education public from February 1, 2010, SIS membership count.

^a February 1, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Franklin Parish
Total Public Population: >=3,150

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	15.2%	40.67%	67.2%	59.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	8.7%	18.6%	3.5%	4.7%

Exiting Special Education ^d	Special Ed.	
	State	Local
High School Diploma	21.2%	>=5%
GED/Skills Options	13.2%	<5%
Certificate of Achievement	11.6%	>=10%
Dropped Out	28.0%	>=10%

Statewide Assessment (Initial Testers) ^e	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	30.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	59.4%	>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	30.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	59.7%	>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	47.1%	79.0%	74.9%
Proficient LEAP 4 th grade Math	53.1%	58.8%	75.7%	72.6%
Proficient LEAP 8 th grade ELA	29.2%	10.0%	71.7%	60.3%
Proficient LEAP 8 th grade Math	34.3%	20.0%	65.0%	57.1%
Proficient GEE ELA	21.0%	<5%	62.4%	54.5%
Proficient GEE Math	37.0%	16.7%	71.5%	55.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	71.4%		>95%	>95%	>95%	71.4%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	47.1%	65.2%	72.4%	62.6%	40.0%	41.2%	68.4%	73.0%	63.1%	
4 th grade	45.6%	58.6%		73.4%	72.8%	41.1%	41.4%		76.8%	71.9%	
5 th grade	41.9%	33.3%		69.0%	60.5%	38.4%	33.3%		71.1%	58.5%	
6 th grade	38.0%	21.6%		72.0%	60.2%	33.6%	27.0%		73.0%	72.8%	
7 th grade	34.6%	22.6%		69.0%	57.7%	35.1%	12.9%		72.1%	64.4%	
8 th grade	26.6%	16.0%		63.4%	56.6%	30.3%	20.0%		70.2%	60.4%	
10 th grade	26.5%	14.3%		71.3%	54.9%	29.5%	7.1%		62.2%	54.2%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	5.8%	10.3%	13.2%
Suspensions Out-of-School & Alternate Site	14.2%	24.3%	11.4%	17.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	60.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	18.1%	
Inside Regular Class less than 40% of day	14.2%	18.4%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	64.9%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	8.1%
Separate Class	5.4%	8.1%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	8.1%
Home and receiving majority of services at other location	9.1%	8.1%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	>95%	63.0%
Acquisition and use of knowledge and skills	71.0%	>95%	63.0%
Appropriate behaviors to meet needs	74.9%	>95%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	>95%	67.5%
Acquisition and use of knowledge and skills	56.2%	>95%	57.5%
Appropriate behaviors to meet needs	69.0%	>95%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	53.3%	55.5%
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	83.5%	60.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	68.4%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Grant Parish
Total Public Population: >=3,360

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	15.3%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	36.8%	40.67%	67.2%	70.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.1%	18.6%	3.5%	3.1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	31.0%			
GED/Skills Options	13.2%	20.7%			
Certificate of Achievement	11.6%	10.3%			
Dropped Out	28.0%	13.8%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=10%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	80.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=10%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	80.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	46.3%		79.0%	88.3%
Proficient LEAP 4 th grade Math	53.1%	56.1%		75.7%	82.2%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	71.9%
Proficient LEAP 8 th grade Math	34.3%	22.7%		65.0%	67.4%
Proficient GEE ELA	21.0%	15.4%		62.4%	60.2%
Proficient GEE Math	37.0%	53.9%		71.5%	79.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	25.5%	65.2%	72.4%	66.8%	40.0%	25.5%	68.4%	73.0%	68.3%	
4 th grade	45.6%	42.6%		73.4%	82.7%	41.1%	32.8%		76.8%	87.2%	
5 th grade	41.9%	43.2%		69.0%	79.2%	38.4%	34.1%		71.1%	78.7%	
6 th grade	38.0%	43.9%		72.0%	79.5%	33.6%	41.5%		73.0%	79.9%	
7 th grade	34.6%	39.4%		69.0%	70.2%	35.1%	27.3%		72.1%	69.1%	
8 th grade	26.6%	17.1%		63.4%	64.9%	30.3%	5.7%		70.2%	70.1%	
10 th grade	26.5%	47.1%		71.3%	79.8%	29.5%	17.7%		62.2%	59.7%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	11.8%	10.3%	10.1%
Suspensions Out-of-School & Alternate Site	14.2%	8.4%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	78.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	16.9%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	43.6%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	30.9%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	12.7%
Home and receiving majority of services at other location	9.1%	9.1%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=40%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	35.3%	63.0%
Acquisition and use of knowledge and skills	71.0%	57.9%	63.0%
Appropriate behaviors to meet needs	74.9%	58.8%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	48.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	40.0%	57.5%
Appropriate behaviors to meet needs	69.0%	44.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	98.9%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	28.1%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	93.8%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Iberia Parish
Total Public Population: >=13,610

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.3%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	39.6%	40.67%	67.2%	76.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.3%	18.6%	3.5%	2.9%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	17.8%			
GED/Skills Options	13.2%	24.3%			
Certificate of Achievement	11.6%	7.5%			
Dropped Out	28.0%	28.0%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	8.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	24.4%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	67.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	8.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	24.4%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	67.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	62.1%		79.0%	81.8%
Proficient LEAP 4 th grade Math	53.1%	63.6%		75.7%	79.5%
Proficient LEAP 8 th grade ELA	29.2%	32.0%		71.7%	70.3%
Proficient LEAP 8 th grade Math	34.3%	38.0%		65.0%	68.2%
Proficient GEE ELA	21.0%	26.5%		62.4%	61.7%
Proficient GEE Math	37.0%	47.1%		71.5%	79.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	47.2%		72.4%	74.6%	40.0%	39.4%		73.0%	75.3%	
4 th grade	45.6%	56.4%		73.4%	77.8%	41.1%	51.0%		76.8%	80.9%	
5 th grade	41.9%	40.3%		69.0%	68.8%	38.4%	45.2%		71.1%	68.8%	
6 th grade	38.0%	50.0%		72.0%	77.2%	33.6%	45.1%		73.0%	74.0%	
7 th grade	34.6%	32.9%		69.0%	73.9%	35.1%	43.5%		72.1%	72.3%	
8 th grade	26.6%	25.0%		63.4%	67.2%	30.3%	43.0%		70.2%	69.5%	
10 th grade	26.5%	35.9%	71.3%	79.2%	29.5%	34.0%	62.2%	61.7%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	10.1%	10.3%	9.0%
Suspensions Out-of-School & Alternate Site	14.2%	12.0%	11.4%	9.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	71.8%	67.61%
Inside Regular Class 79-40% of day	21.0%	16.8%	
Inside Regular Class less than 40% of day	14.2%	10.5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	11.7%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	51.7%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	5.6%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	15.0%
Separate Class	5.4%	6.1%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	5.6%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	17.2%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	70.7%	63.0%
Acquisition and use of knowledge and skills	71.0%	76.1%	63.0%
Appropriate behaviors to meet needs	74.9%	76.2%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	64.9%	67.5%
Acquisition and use of knowledge and skills	56.2%	55.8%	57.5%
Appropriate behaviors to meet needs	69.0%	66.2%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	19.8%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	51.6%	55.5%
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	83.5%	69.2%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	81.3%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	93.6%	

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^b SIS, 2009-10 cohort graduation rate

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^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Iberville Parish
Total Public Population: >=4,560

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	27.3%	40.67%	67.2%	45.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	1.3%	18.6%	3.5%	2.4%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	16.7%			
GED/Skills Options	13.2%	33.3%			
Certificate of Achievement	11.6%	18.8%			
Dropped Out	28.0%	14.6%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	8.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	14.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	76.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	8.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	14.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	76.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	53.6%		79.0%	77.9%
Proficient LEAP 4 th grade Math	53.1%	57.1%		75.7%	68.6%
Proficient LEAP 8 th grade ELA	29.2%	12.5%		71.7%	64.2%
Proficient LEAP 8 th grade Math	34.3%	12.5%		65.0%	51.1%
Proficient GEE ELA	21.0%	25.0%		62.4%	61.3%
Proficient GEE Math	37.0%	8.3%		71.5%	64.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	93.9%		>95%	>95%	>95%	93.9%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	46.4%	65.2%	72.4%	71.0%	40.0%	42.9%	68.4%	73.0%	74.3%	
4 th grade	45.6%	40.5%		73.4%	66.7%	41.1%	42.9%		76.8%	77.0%	
5 th grade	41.9%	27.3%		69.0%	65.5%	38.4%	15.2%		71.1%	66.8%	
6 th grade	38.0%	40.7%		72.0%	70.6%	33.6%	33.3%		73.0%	72.4%	
7 th grade	34.6%	18.2%		69.0%	62.2%	35.1%	6.8%		72.1%	59.7%	
8 th grade	26.6%	9.1%		63.4%	48.4%	30.3%	11.4%		70.2%	61.1%	
10 th grade	26.5%	9.1%		71.3%	64.4%	29.5%	23.8%		62.2%	60.8%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	21.8%	10.3%	16.4%
Suspensions Out-of-School & Alternate Site	14.2%	17.4%	11.4%	12.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	70.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	20.6%	
Inside Regular Class less than 40% of day	14.2%	7.0%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	53.6%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	33.9%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	5.4%
Home and receiving majority of services at other location	9.1%	5.4%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=50%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	64.3%	63.0%
Acquisition and use of knowledge and skills	71.0%	70.6%	63.0%
Appropriate behaviors to meet needs	74.9%	76.9%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	61.1%	67.5%
Acquisition and use of knowledge and skills	56.2%	50.0%	57.5%
Appropriate behaviors to meet needs	69.0%	61.1%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	19.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	60.3%	55.5%
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	83.5%	82.8%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	8.0%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Jackson Parish
Total Public Population: >=2,260

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.7%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	22.2%	40.67%	67.2%	72.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.1%	18.6%	3.5%	2.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=10%			
GED/Skills Options	13.2%	>=10%			
Certificate of Achievement	11.6%	>=5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	87.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	87.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	27.8%		79.0%	76.0%
Proficient LEAP 4 th grade Math	53.1%	33.3%		75.7%	76.6%
Proficient LEAP 8 th grade ELA	29.2%	22.2%		71.7%	78.3%
Proficient LEAP 8 th grade Math	34.3%	11.1%		65.0%	70.6%
Proficient GEE ELA	21.0%	30.0%		62.4%	65.8%
Proficient GEE Math	37.0%	40.0%		71.5%	75.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	94.4%	98.8%	>95%	>95%	>95%	94.4%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	44.4%	65.2%	72.4%	65.4%	40.0%	38.9%	68.4%	73.0%	72.5%	
4 th grade	45.6%	34.8%		73.4%	76.4%	41.1%	26.1%		76.8%	75.8%	
5 th grade	41.9%	33.3%		69.0%	63.9%	38.4%	33.3%		71.1%	75.2%	
6 th grade	38.0%	25.0%		72.0%	67.5%	33.6%	<5%		73.0%	72.0%	
7 th grade	34.6%	40.0%		69.0%	69.0%	35.1%	20.0%		72.1%	74.8%	
8 th grade	26.6%	10.0%		63.4%	71.0%	30.3%	30.0%		70.2%	77.9%	
10 th grade	26.5%	40.0%		71.3%	75.0%	29.5%	30.0%		62.2%	65.6%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	17.7%	10.3%	26.1%
Suspensions Out-of-School & Alternate Site	14.2%	5.8%	11.4%	8.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	85.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	9.6%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	76.0%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	16.0%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	62.5%	63.0%
Acquisition and use of knowledge and skills	71.0%	44.4%	63.0%
Appropriate behaviors to meet needs	74.9%	75.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	30.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	30.0%	57.5%
Appropriate behaviors to meet needs	69.0%	40.0%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	6.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	53.3%	55.5%
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	83.5%	60.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Jefferson Parish
Total Public Population: >=45,200

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.8%
Gifted/Talented Students ^a	<5%	6.9%
Regular Education Students ^a	>=80%	81.3%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	30.9%	40.67%	67.2%	61.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.1%	18.6%	3.5%	4.1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	19.5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	16.3%			
Dropped Out	28.0%	36.8%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	10.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	27.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	62.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	10.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	26.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	62.5%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	46.4%		79.0%	76.1%
Proficient LEAP 4 th grade Math	53.1%	46.8%		75.7%	71.2%
Proficient LEAP 8 th grade ELA	29.2%	24.4%		71.7%	67.9%
Proficient LEAP 8 th grade Math	34.3%	32.8%		65.0%	59.6%
Proficient GEE ELA	21.0%	19.3%		62.4%	56.8%
Proficient GEE Math	37.0%	36.0%		71.5%	69.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	42.1%		72.4%	69.7%	40.0%	38.6%		73.0%	67.0%	
4 th grade	45.6%	40.7%		73.4%	69.6%	41.1%	39.0%		76.8%	73.9%	
5 th grade	41.9%	44.9%		69.0%	64.8%	38.4%	37.3%		71.1%	68.3%	
6 th grade	38.0%	31.3%		72.0%	64.2%	33.6%	23.0%		73.0%	63.4%	
7 th grade	34.6%	35.2%		69.0%	66.2%	35.1%	36.2%		72.1%	68.4%	
8 th grade	26.6%	22.1%		63.4%	57.0%	30.3%	26.3%		70.2%	65.7%	
10 th grade	26.5%	18.3%	71.3%	69.7%	29.5%	26.7%	62.2%	56.5%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	13.6%	10.3%	14.0%
Suspensions Out-of-School & Alternate Site	14.2%	18.6%	11.4%	14.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	52.4%	67.61%
Inside Regular Class 79-40% of day	21.0%	26.4%	
Inside Regular Class less than 40% of day	14.2%	20.6%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	38.3%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	19.0%
Separate Class	5.4%	13.1%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	23.1%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>=10%

	Special Ed.		2010-11 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	69.6%	54.4%	63.0%
Acquisition and use of knowledge and skills	71.0%	58.0%	63.0%
Appropriate behaviors to meet needs	74.9%	59.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	54.9%	67.5%
Acquisition and use of knowledge and skills	56.2%	51.1%	57.5%
Appropriate behaviors to meet needs	69.0%	60.1%	74.0%
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	31.8%	24.7%	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	96.9%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	25.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	77.1%	55.5%
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	83.5%	86.3%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	97.7%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

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^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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 - a. **Enrolled in higher education within one year of leaving high school**
 - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
 - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**

PERFORMANCE PROFILE

School System: Jefferson Davis Parish
Total Public Population: >=5,920

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	13.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	22.2%	40.67%	67.2%	85.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	<1%	18.6%	3.5%	<1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	10.9%			
GED/Skills Options	13.2%	34.4%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	31.0%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	61.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	33.9%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	59.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	56.5%		79.0%	86.8%
Proficient LEAP 4 th grade Math	53.1%	57.5%		75.7%	80.8%
Proficient LEAP 8 th grade ELA	29.2%	33.3%		71.7%	77.1%
Proficient LEAP 8 th grade Math	34.3%	40.0%		65.0%	68.1%
Proficient GEE ELA	21.0%	27.3%		62.4%	72.5%
Proficient GEE Math	37.0%	63.6%		71.5%	81.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	46.8%	65.2%	72.4%	82.1%	40.0%	45.2%	68.4%	73.0%	86.9%	
4 th grade	45.6%	58.0%		73.4%	80.1%	41.1%	53.1%		76.8%	86.6%	
5 th grade	41.9%	47.3%		69.0%	78.5%	38.4%	60.4%		71.1%	84.2%	
6 th grade	38.0%	49.1%		72.0%	85.5%	33.6%	43.6%		73.0%	87.8%	
7 th grade	34.6%	48.1%		69.0%	74.9%	35.1%	43.1%		72.1%	86.2%	
8 th grade	26.6%	37.3%		63.4%	66.8%	30.3%	36.0%		70.2%	75.6%	
10 th grade	26.5%	50.0%		71.3%	82.1%	29.5%	26.7%		62.2%	73.2%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	7.0%	10.3%	5.2%
Suspensions Out-of-School & Alternate Site	14.2%	11.9%	11.4%	8.9%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	68.2%	67.61%
Inside Regular Class 79-40% of day	21.0%	24.8%	
Inside Regular Class less than 40% of day	14.2%	5.6%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	19.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	60.4%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	5.7%
Home and receiving majority of services at other location	9.1%	7.5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	83.3%	63.0%
Acquisition and use of knowledge and skills	71.0%	83.9%	63.0%
Appropriate behaviors to meet needs	74.9%	81.8%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	83.7%	67.5%
Acquisition and use of knowledge and skills	56.2%	81.6%	57.5%
Appropriate behaviors to meet needs	69.0%	85.7%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	68.3%	55.5%
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	83.5%	75.6%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Lafayette Parish
Total Public Population: >=30,310

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	27.0%	40.67%	67.2%	70.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.4%	18.6%	3.5%	2.6%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	19.1%			
GED/Skills Options	13.2%	12.7%			
Certificate of Achievement	11.6%	12.3%			
Dropped Out	28.0%	39.2%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	13.9%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	77.6%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	14.0%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	77.4%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	36.5%		79.0%	77.0%
Proficient LEAP 4 th grade Math	53.1%	34.6%		75.7%	76.3%
Proficient LEAP 8 th grade ELA	29.2%	16.8%		71.7%	73.5%
Proficient LEAP 8 th grade Math	34.3%	22.1%		65.0%	72.1%
Proficient GEE ELA	21.0%	9.5%		62.4%	64.6%
Proficient GEE Math	37.0%	30.2%		71.5%	76.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	43.6%		72.4%	76.1%	40.0%	41.4%		73.0%	73.4%	
4 th grade	45.6%	32.7%		73.4%	73.8%	41.1%	33.3%		76.8%	74.8%	
5 th grade	41.9%	35.4%		69.0%	73.7%	38.4%	30.4%		71.1%	70.7%	
6 th grade	38.0%	33.8%		72.0%	76.9%	33.6%	28.1%		73.0%	70.9%	
7 th grade	34.6%	37.4%		69.0%	80.9%	35.1%	31.9%		72.1%	75.5%	
8 th grade	26.6%	14.1%		63.4%	70.6%	30.3%	19.6%		70.2%	72.0%	
10 th grade	26.5%	27.4%	71.3%	76.0%	29.5%	24.3%	62.2%	64.3%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	14.3%	10.3%	17.5%
Suspensions Out-of-School & Alternate Site	14.2%	15.2%	11.4%	12.6%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	51.8%	67.61%
Inside Regular Class 79-40% of day	21.0%	26.3%	
Inside Regular Class less than 40% of day	14.2%	20.6%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	8.0%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	47.4%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	10.1%
Separate Class	5.4%	17.7%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	15.6%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	>=10%

	Special Ed.		2010-11 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	69.6%	72.2%	63.0%
Acquisition and use of knowledge and skills	71.0%	71.6%	63.0%
Appropriate behaviors to meet needs	74.9%	80.8%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	66.7%	67.5%
Acquisition and use of knowledge and skills	56.2%	59.7%	57.5%
Appropriate behaviors to meet needs	69.0%	71.9%	74.0%
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	31.8%	*	47.0%
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			*
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	30.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	64.5%	55.5%
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	83.5%	84.1%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Lafourche Parish
Total Public Population: >=14,340

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.3%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	24.5%	40.67%	67.2%	72.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.4%	18.6%	3.5%	2.1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	17.5%			
GED/Skills Options	13.2%	21.9%			
Certificate of Achievement	11.6%	9.6%			
Dropped Out	28.0%	19.3%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	15.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	6.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	77.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	15.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	6.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	77.5%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	32.5%		79.0%	81.4%
Proficient LEAP 4 th grade Math	53.1%	46.8%		75.7%	75.9%
Proficient LEAP 8 th grade ELA	29.2%	11.3%		71.7%	69.3%
Proficient LEAP 8 th grade Math	34.3%	13.2%		65.0%	67.2%
Proficient GEE ELA	21.0%	19.4%		62.4%	61.9%
Proficient GEE Math	37.0%	41.7%		71.5%	72.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	45.6%		72.4%	71.1%	40.0%	44.4%		73.0%	73.0%	
4 th grade	45.6%	47.3%		73.4%	73.8%	41.1%	34.4%		76.8%	78.8%	
5 th grade	41.9%	41.0%		69.0%	68.9%	38.4%	32.1%		71.1%	68.4%	
6 th grade	38.0%	55.2%		72.0%	72.4%	33.6%	36.2%		73.0%	67.5%	
7 th grade	34.6%	33.3%		69.0%	68.3%	35.1%	22.2%		72.1%	67.4%	
8 th grade	26.6%	20.7%		63.4%	66.7%	30.3%	21.8%		70.2%	69.0%	
10 th grade	26.5%	46.2%	71.3%	72.5%	29.5%	36.5%	62.2%	61.9%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	19.7%	10.3%	20.7%
Suspensions Out-of-School & Alternate Site	14.2%	11.4%	11.4%	8.9%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	63.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	28.0%	
Inside Regular Class less than 40% of day	14.2%	8.4%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	28.3%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	44.7%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	6.9%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	17.6%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	72.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	73.6%	63.0%
Appropriate behaviors to meet needs	74.9%	74.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	65.2%	67.5%
Acquisition and use of knowledge and skills	56.2%	56.1%	57.5%
Appropriate behaviors to meet needs	69.0%	60.6%	74.0%
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	31.8%	*	47.0%
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			*
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	6.7%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	20.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	80.8%	55.5%
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	83.5%	94.9%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	92.7%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	96.7%	
Ages 6 to 21	94.5%	95.0%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

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^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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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 - 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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 - a. **Enrolled in higher education within one year of leaving high school**
 - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
 - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**

PERFORMANCE PROFILE

School System: LaSalle Parish
Total Public Population: >=2,590

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.6%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	30.0%	40.67%	67.2%	69.7%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.5%	18.6%	3.5%	1.3%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=10%			
GED/Skills Options	13.2%	>=20%			
Certificate of Achievement	11.6%	>=20%			
Dropped Out	28.0%	>=10%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	15.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	77.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	15.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	77.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	58.3%		79.0%	85.1%
Proficient LEAP 4 th grade Math	53.1%	41.7%		75.7%	79.4%
Proficient LEAP 8 th grade ELA	29.2%	28.6%		71.7%	78.4%
Proficient LEAP 8 th grade Math	34.3%	14.3%		65.0%	68.9%
Proficient GEE ELA	21.0%	33.3%		62.4%	64.1%
Proficient GEE Math	37.0%	66.7%		71.5%	71.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	43.5%	65.2%	72.4%	76.3%	40.0%	30.4%	68.4%	73.0%	85.6%	
4 th grade	45.6%	40.0%		73.4%	79.2%	41.1%	36.0%		76.8%	83.3%	
5 th grade	41.9%	43.8%		69.0%	74.7%	38.4%	31.3%		71.1%	77.4%	
6 th grade	38.0%	37.5%		72.0%	68.8%	33.6%	50.0%		73.0%	76.3%	
7 th grade	34.6%	28.6%		69.0%	70.9%	35.1%	35.7%		72.1%	85.9%	
8 th grade	26.6%	12.5%		63.4%	69.9%	30.3%	37.5%		70.2%	78.9%	
10 th grade	26.5%	50.0%		71.3%	71.1%	29.5%	50.0%		62.2%	62.5%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	9.6%	10.3%	7.2%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	76.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	16.7%	
Inside Regular Class less than 40% of day	14.2%	5.9%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=10%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=70%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	>=5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	75.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	75.0%	63.0%
Appropriate behaviors to meet needs	74.9%	80.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	83.3%	67.5%
Acquisition and use of knowledge and skills	56.2%	83.3%	57.5%
Appropriate behaviors to meet needs	69.0%	83.3%	74.0%
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	31.8%	*	47.0%
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	10.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	70.0%	55.5%
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	83.5%	90.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	93.0%	

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

Total Public Population is General Education public from February 1, 2010, SIS membership count.

^a February 1, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Lincoln Parish
Total Public Population: >=6,670

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	37.1%	40.67%	67.2%	72.7%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.7%	18.6%	3.5%	3.2%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	31.5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	7.4%			
Dropped Out	28.0%	25.9%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	67.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	67.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	40.0%		79.0%	80.7%
Proficient LEAP 4 th grade Math	53.1%	50.0%		75.7%	73.6%
Proficient LEAP 8 th grade ELA	29.2%	16.0%		71.7%	71.3%
Proficient LEAP 8 th grade Math	34.3%	56.0%		65.0%	57.7%
Proficient GEE ELA	21.0%	31.3%		62.4%	73.5%
Proficient GEE Math	37.0%	62.5%		71.5%	76.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	29.4%		72.4%	64.8%	40.0%	27.5%		73.0%	69.5%	
4 th grade	45.6%	43.1%		73.4%	73.0%	41.1%	30.8%		76.8%	78.5%	
5 th grade	41.9%	36.4%		69.0%	71.9%	38.4%	36.4%		71.1%	77.3%	
6 th grade	38.0%	33.3%		72.0%	77.1%	33.6%	26.2%		73.0%	83.7%	
7 th grade	34.6%	12.2%		69.0%	65.9%	35.1%	19.5%		72.1%	77.0%	
8 th grade	26.6%	43.5%		63.4%	56.5%	30.3%	15.2%		70.2%	69.5%	
10 th grade	26.5%	32.4%	71.3%	76.1%	29.5%	27.3%	62.2%	73.5%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	15.5%	10.3%	14.0%
Suspensions Out-of-School & Alternate Site	14.2%	14.2%	11.4%	10.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	73.2%	67.61%
Inside Regular Class 79-40% of day	21.0%	15.4%	
Inside Regular Class less than 40% of day	14.2%	10.8%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=20%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=30%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=5%
Separate Class	5.4%	>=20%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	>=5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	>=20%

	Special Ed.		2010-11 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	69.6%	53.9%	63.0%
Acquisition and use of knowledge and skills	71.0%	53.9%	63.0%
Appropriate behaviors to meet needs	74.9%	84.6%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	31.3%	67.5%
Acquisition and use of knowledge and skills	56.2%	31.3%	57.5%
Appropriate behaviors to meet needs	69.0%	56.3%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	35.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	78.6%	55.5%
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	83.5%	85.7%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	6.2%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Livingston Parish
Total Public Population: >=24,640

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	12.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	45.8%	40.67%	67.2%	74.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	2.6%	18.6%	3.5%	1.2%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	29.2%			
GED/Skills Options	13.2%	7.7%			
Certificate of Achievement	11.6%	7.2%			
Dropped Out	28.0%	15.9%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	12.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	81.6%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	12.6%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	81.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	55.4%		79.0%	90.6%
Proficient LEAP 4 th grade Math	53.1%	61.6%		75.7%	89.3%
Proficient LEAP 8 th grade ELA	29.2%	32.6%		71.7%	84.3%
Proficient LEAP 8 th grade Math	34.3%	39.6%		65.0%	78.2%
Proficient GEE ELA	21.0%	24.8%		62.4%	68.0%
Proficient GEE Math	37.0%	46.5%		71.5%	79.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	58.2%		72.4%	86.8%	40.0%	51.5%		73.0%	87.9%	
4 th grade	45.6%	59.7%		73.4%	88.4%	41.1%	52.3%		76.8%	89.6%	
5 th grade	41.9%	57.7%		69.0%	83.3%	38.4%	50.0%		71.1%	84.9%	
6 th grade	38.0%	48.3%		72.0%	83.2%	33.6%	46.3%		73.0%	86.7%	
7 th grade	34.6%	41.8%		69.0%	79.7%	35.1%	43.3%		72.1%	83.6%	
8 th grade	26.6%	37.0%		63.4%	77.9%	30.3%	35.9%		70.2%	84.0%	
10 th grade	26.5%	34.8%	71.3%	79.2%	29.5%	26.2%	62.2%	67.8%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	13.9%	11.4%	9.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	61.0%	67.61%
Inside Regular Class 79-40% of day	21.0%	28.2%	
Inside Regular Class less than 40% of day	14.2%	9.7%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	12.4%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	34.5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	29.6%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	16.4%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	>=20%

	Special Ed.		2010-11 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	69.6%	60.9%	63.0%
Acquisition and use of knowledge and skills	71.0%	66.3%	63.0%
Appropriate behaviors to meet needs	74.9%	69.8%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	70.2%	67.5%
Acquisition and use of knowledge and skills	56.2%	62.6%	57.5%
Appropriate behaviors to meet needs	69.0%	74.3%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	26.6%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	81.9%	55.5%
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	83.5%	89.3%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	97.7%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^h Oct. 1, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Madison Parish
Total Public Population: >=1,930

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	27.8%	40.67%	67.2%	65.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	7.1%	18.6%	3.5%	6.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	9.5%			
Dropped Out	28.0%	57.1%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	11.8%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	44.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	43.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	11.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	39.6%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	47.5%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	<5%		79.0%	57.2%
Proficient LEAP 4 th grade Math	53.1%	<5%		75.7%	49.0%
Proficient LEAP 8 th grade ELA	29.2%	11.1%		71.7%	40.8%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	42.3%
Proficient GEE ELA	21.0%	<5%		62.4%	60.8%
Proficient GEE Math	37.0%	<5%		71.5%	67.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	93.8%		>95%	>95%	>95%
6 th grade	>95%	93.3%		>95%	>95%	>95%	93.3%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	77.1%		>95%	>95%	>95%	80.0%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	10.0%	65.2%	72.4%	52.7%	40.0%	<5%	68.4%	73.0%	55.5%	
4 th grade	45.6%	62.5%		73.4%	49.3%	41.1%	62.5%		76.8%	57.4%	
5 th grade	41.9%	28.6%		69.0%	37.6%	38.4%	26.7%		71.1%	44.4%	
6 th grade	38.0%	33.3%		72.0%	52.0%	33.6%	20.0%		73.0%	40.9%	
7 th grade	34.6%	26.7%		69.0%	55.3%	35.1%	26.7%		72.1%	53.3%	
8 th grade	26.6%	12.5%		63.4%	39.4%	30.3%	29.0%		70.2%	38.0%	
10 th grade	26.5%	14.3%		71.3%	65.0%	29.5%	30.8%		62.2%	59.0%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	15.1%	10.3%	13.3%
Suspensions Out-of-School & Alternate Site	14.2%	27.6%	11.4%	20.6%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	54.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	20.1%	
Inside Regular Class less than 40% of day	14.2%	22.7%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	8.7%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	78.3%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	8.7%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	<5%	63.0%
Acquisition and use of knowledge and skills	71.0%	<5%	63.0%
Appropriate behaviors to meet needs	74.9%	<5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	<5%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	11.1%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	33.3%	55.5%
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	83.5%	55.6%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	12.2%	
Students Ages 3-21 Received ESYS	91.6%	89.3%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Morehouse Parish
Total Public Population: >=4,500

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	15.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	28.6%	40.67%	67.2%	55.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	10.2%	18.6%	3.5%	5.5%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	21.3%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	11.5%			
Dropped Out	28.0%	55.7%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	32.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	60.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	33.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	59.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	29.7%		79.0%	68.7%
Proficient LEAP 4 th grade Math	53.1%	48.6%		75.7%	69.1%
Proficient LEAP 8 th grade ELA	29.2%	21.1%		71.7%	69.2%
Proficient LEAP 8 th grade Math	34.3%	26.3%		65.0%	58.9%
Proficient GEE ELA	21.0%	<5%		62.4%	52.7%
Proficient GEE Math	37.0%	12.5%		71.5%	66.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)	43.9%	38.6%	65.2%	72.4%	67.6%	40.0%	31.8%	68.4%	73.0%	60.4%	
3 rd grade	45.6%	46.5%		73.4%	67.8%	41.1%	28.2%		76.8%	66.4%	
4 th grade	41.9%	37.3%		69.0%	53.8%	38.4%	30.5%		71.1%	64.1%	
5 th grade	38.0%	38.9%		72.0%	67.9%	33.6%	16.7%		73.0%	69.6%	
6 th grade	34.6%	34.0%		69.0%	60.5%	35.1%	29.8%		72.1%	70.1%	
7 th grade	26.6%	19.6%		63.4%	57.6%	30.3%	32.6%		70.2%	67.4%	
8 th grade	26.5%	35.7%		71.3%	65.8%	29.5%	28.6%		62.2%	52.5%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	8.6%	10.3%	8.2%
Suspensions Out-of-School & Alternate Site	14.2%	14.5%	11.4%	12.1%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	79.2%	67.61%
Inside Regular Class 79-40% of day	21.0%	6.5%	
Inside Regular Class less than 40% of day	14.2%	13.6%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	32.7%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	48.6%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	6.5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	7.5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=30%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	81.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	77.3%	63.0%
Appropriate behaviors to meet needs	74.9%	>95%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	78.6%	67.5%
Acquisition and use of knowledge and skills	56.2%	46.4%	57.5%
Appropriate behaviors to meet needs	69.0%	89.3%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	14.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	41.2%	55.5%
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	83.5%	75.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	86.6%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Natchitoches Parish
Total Public Population: >=6,820

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

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	State	Local
Students with Disabilities ^a	11.4%	11.2%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	15.7%	40.67%	67.2%	57.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	6.0%	18.6%	3.5%	5.3%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	25.5%			
GED/Skills Options	13.2%	11.8%			
Certificate of Achievement	11.6%	23.5%			
Dropped Out	28.0%	17.6%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	15.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	77.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	14.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	79.2%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	66.0%
Proficient LEAP 4 th grade Math	53.1%	47.5%		75.7%	63.5%
Proficient LEAP 8 th grade ELA	29.2%	37.0%		71.7%	65.8%
Proficient LEAP 8 th grade Math	34.3%	39.3%		65.0%	63.4%
Proficient GEE ELA	21.0%	10.0%		62.4%	51.9%
Proficient GEE Math	37.0%	20.0%		71.5%	63.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	51.4%		72.4%	61.8%	40.0%	43.1%		73.0%	55.3%	
4 th grade	45.6%	34.7%		73.4%	61.0%	41.1%	29.3%		76.8%	61.3%	
5 th grade	41.9%	32.0%		69.0%	63.0%	38.4%	24.0%		71.1%	65.8%	
6 th grade	38.0%	27.4%		72.0%	66.1%	33.6%	17.6%		73.0%	69.9%	
7 th grade	34.6%	29.2%		69.0%	66.2%	35.1%	26.6%		72.1%	67.6%	
8 th grade	26.6%	33.3%		63.4%	62.4%	30.3%	31.1%		70.2%	65.1%	
10 th grade	26.5%	21.4%	71.3%	63.2%	29.5%	16.7%	62.2%	51.0%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	13.5%	10.3%	10.8%
Suspensions Out-of-School & Alternate Site	14.2%	22.1%	11.4%	14.4%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	37.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	48.6%	
Inside Regular Class less than 40% of day	14.2%	12.9%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=10%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=60%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=20%
Separate Class	5.4%	>=5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	<5%	63.0%
Acquisition and use of knowledge and skills	71.0%	<5%	63.0%
Appropriate behaviors to meet needs	74.9%	<5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	<5%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	*	47.0%
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		*	
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%	97.8%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	19.2%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	61.5%	55.5%
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	83.5%	78.8%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	6.7%	
Students Ages 3-21 Received ESYS	91.6%	94.4%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	77.5%	
Ages 6 to 21	94.5%	79.8%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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

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 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
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 - a. **Enrolled in higher education within one year of leaving high school**
 - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
 - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**

PERFORMANCE PROFILE

School System: Orleans Parish
Total Public Population: >=10,500

School Year: 2010-2011

Louisiana’s six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence 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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	State	Local
Students with Disabilities ^a	11.4%	6.7%
Gifted/Talented Students ^a	<5%	18.5%
Regular Education Students ^a	>=80%	74.7%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	54.2%	40.67%	67.2%	90.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	2.8%	18.6%	3.5%	1.2%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	42.9%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	10.7%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	12.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	14.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	71.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	12.5%		n/a	
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Proficient LEAP 8 th grade Math	34.3%	66.7%		65.0%	82.4%
Proficient GEE ELA	21.0%	34.8%		62.4%	71.2%
Proficient GEE Math	37.0%	43.5%		71.5%	77.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	66.7%	65.2%	72.4%	84.2%	40.0%	68.8%	68.4%	73.0%	87.7%
4 th grade	45.6%	81.1%		73.4%	91.1%	41.1%	81.1%		76.8%	94.1%
5 th grade	41.9%	68.1%		69.0%	83.9%	38.4%	70.2%		71.1%	86.6%
6 th grade	38.0%	59.4%		72.0%	90.1%	33.6%	71.9%		73.0%	90.6%
7 th grade	34.6%	42.9%		69.0%	84.9%	35.1%	38.1%		72.1%	91.4%
8 th grade	26.6%	53.3%		63.4%	81.4%	30.3%	58.7%		70.2%	91.0%
10 th grade	26.5%	31.6%		71.3%	77.3%	29.5%	45.3%		62.2%	71.4%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	6.3%	11.4%	8.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	77.6%	67.61%
Inside Regular Class 79-40% of day	21.0%	6.6%	
Inside Regular Class less than 40% of day	14.2%	13.5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	15.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	52.5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	21.8%
Separate Class	5.4%	8.9%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	22.2%	63.0%
Acquisition and use of knowledge and skills	71.0%	44.4%	63.0%
Appropriate behaviors to meet needs	74.9%	33.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	11.1%	67.5%
Acquisition and use of knowledge and skills	56.2%	11.1%	57.5%
Appropriate behaviors to meet needs	69.0%	11.1%	74.0%
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	31.8%	34.8%	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	48.6%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	68.6%	55.5%
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	83.5%	88.6%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	16.7%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	87.5%	
Ages 6 to 21	94.5%	97.7%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Ouachita Parish
Total Public Population: >=19,670

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	12.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	38.0%	40.67%	67.2%	68.7%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	6.4%	18.6%	3.5%	2.6%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	28.2%			
GED/Skills Options	13.2%	8.8%			
Certificate of Achievement	11.6%	11.6%			
Dropped Out	28.0%	14.9%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	32.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	60.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	32.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	60.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	68.8%		79.0%	85.4%
Proficient LEAP 4 th grade Math	53.1%	74.3%		75.7%	84.2%
Proficient LEAP 8 th grade ELA	29.2%	38.9%		71.7%	78.9%
Proficient LEAP 8 th grade Math	34.3%	44.4%		65.0%	73.2%
Proficient GEE ELA	21.0%	26.9%		62.4%	73.2%
Proficient GEE Math	37.0%	48.1%		71.5%	79.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	51.4%		72.4%	79.1%	40.0%	44.3%		73.0%	83.7%	
4 th grade	45.6%	55.7%		73.4%	83.5%	41.1%	54.3%		76.8%	84.5%	
5 th grade	41.9%	48.9%		69.0%	79.0%	38.4%	51.7%		71.1%	84.9%	
6 th grade	38.0%	42.3%		72.0%	80.4%	33.6%	39.7%		73.0%	84.1%	
7 th grade	34.6%	49.1%		69.0%	77.8%	35.1%	51.5%		72.1%	82.1%	
8 th grade	26.6%	32.6%		63.4%	72.6%	30.3%	42.9%		70.2%	78.5%	
10 th grade	26.5%	26.8%	71.3%	79.3%	29.5%	31.7%	62.2%	73.0%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	11.0%	10.3%	8.6%
Suspensions Out-of-School & Alternate Site	14.2%	13.6%	11.4%	8.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	69.8%	67.61%
Inside Regular Class 79-40% of day	21.0%	23.3%	
Inside Regular Class less than 40% of day	14.2%	6.5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	63.3%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	5.6%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	12.3%
Home and receiving majority of services at other location	9.1%	8.3%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	68.2%	63.0%
Acquisition and use of knowledge and skills	71.0%	68.3%	63.0%
Appropriate behaviors to meet needs	74.9%	71.1%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	65.4%	67.5%
Acquisition and use of knowledge and skills	56.2%	53.9%	57.5%
Appropriate behaviors to meet needs	69.0%	70.8%	74.0%
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	31.8%	*	47.0%
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			*
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	37.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	71.7%	55.5%
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	83.5%	79.7%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	93.3%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	99.1%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: **Plaquemines Parish**
Total Public Population: **>=3,890**

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	25.0%	40.67%	67.2%	78.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	2.7%	18.6%	3.5%	1.6%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	>=20%			
Dropped Out	28.0%	>=20%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	8.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	27.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	63.6%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	8.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	28.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	63.3%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	85.7%		79.0%	92.1%
Proficient LEAP 4 th grade Math	53.1%	81.0%		75.7%	92.5%
Proficient LEAP 8 th grade ELA	29.2%	58.3%		71.7%	79.7%
Proficient LEAP 8 th grade Math	34.3%	58.3%		65.0%	77.6%
Proficient GEE ELA	21.0%	<5%		62.4%	66.2%
Proficient GEE Math	37.0%	50.0%		71.5%	81.8%

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

	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	64.3%	65.2%	72.4%	88.9%	40.0%	54.8%	68.4%	73.0%	90.6%	
4 th grade	45.6%	66.7%		73.4%	92.4%	41.1%	63.3%		76.8%	92.0%	
5 th grade	41.9%	48.2%		69.0%	85.5%	38.4%	51.9%		71.1%	83.3%	
6 th grade	38.0%	39.3%		72.0%	79.8%	33.6%	35.7%		73.0%	76.4%	
7 th grade	34.6%	38.2%		69.0%	78.2%	35.1%	41.2%		72.1%	77.8%	
8 th grade	26.6%	36.4%		63.4%	77.5%	30.3%	40.9%		70.2%	79.7%	
10 th grade	26.5%	26.9%		71.3%	83.2%	29.5%	17.4%		62.2%	66.4%	

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	9.4%	10.3%	10.5%
Suspensions Out-of-School & Alternate Site	14.2%	8.2%	11.4%	8.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

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

	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

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

	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	55.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	27.9%	
Inside Regular Class less than 40% of day	14.2%	14.1%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

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

	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=60%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=10%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	>=10%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	>95%	63.0%
Acquisition and use of knowledge and skills	71.0%	>95%	63.0%
Appropriate behaviors to meet needs	74.9%	>95%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	90.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	90.0%	57.5%
Appropriate behaviors to meet needs	69.0%	90.0%	74.0%
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	31.8%	41.3%	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	30.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	50.0%	55.5%
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	83.5%	65.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	15.5%	
Students Ages 3-21 Received ESYS	91.6%	83.9%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	93.8%	

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

Total Public Population is General Education public from February 1, 2010, SIS membership count.

^a February 1, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Pointe Coupee Parish
Total Public Population: >=2,820

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	13.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	11.1%	40.67%	67.2%	49.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.7%	18.6%	3.5%	2.7%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	>=30%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	>=10%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	10.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	25.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	63.6%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	10.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	26.4%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	63.2%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	40.0%		79.0%	68.4%
Proficient LEAP 4 th grade Math	53.1%	30.0%		75.7%	55.7%
Proficient LEAP 8 th grade ELA	29.2%	9.1%		71.7%	72.8%
Proficient LEAP 8 th grade Math	34.3%	18.2%		65.0%	61.2%
Proficient GEE ELA	21.0%	<5%		62.4%	65.6%
Proficient GEE Math	37.0%	12.5%		71.5%	65.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	34.6%	65.2%	72.4%	57.4%	40.0%	38.5%	68.4%	73.0%	63.2%	
4 th grade	45.6%	22.6%		73.4%	54.1%	41.1%	25.8%		76.8%	68.0%	
5 th grade	41.9%	19.1%		69.0%	56.7%	38.4%	14.3%		71.1%	64.7%	
6 th grade	38.0%	37.5%		72.0%	72.2%	33.6%	33.3%		73.0%	67.1%	
7 th grade	34.6%	37.5%		69.0%	62.5%	35.1%	25.0%		72.1%	71.1%	
8 th grade	26.6%	26.7%		63.4%	60.6%	30.3%	20.0%		70.2%	71.8%	
10 th grade	26.5%	8.3%		71.3%	64.4%	29.5%	8.3%		62.2%	65.0%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	8.6%	10.3%	10.7%
Suspensions Out-of-School & Alternate Site	14.2%	11.7%	11.4%	9.8%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	71.6%	67.61%
Inside Regular Class 79-40% of day	21.0%	13.4%	
Inside Regular Class less than 40% of day	14.2%	13.4%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	81.7%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	5.0%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	8.3%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	72.7%	63.0%
Acquisition and use of knowledge and skills	71.0%	66.7%	63.0%
Appropriate behaviors to meet needs	74.9%	70.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	42.9%	67.5%
Acquisition and use of knowledge and skills	56.2%	28.6%	57.5%
Appropriate behaviors to meet needs	69.0%	71.4%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	37.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	83.3%	55.5%
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	83.5%	87.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	5.6%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	95.7%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Rapides Parish
Total Public Population: >=23,940

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	22.1%	40.67%	67.2%	66.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.9%	18.6%	3.5%	4.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	18.3%			
GED/Skills Options	13.2%	22.6%			
Certificate of Achievement	11.6%	11.5%			
Dropped Out	28.0%	32.3%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	9.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	19.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	70.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	9.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	19.6%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	70.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	49.7%		79.0%	77.5%
Proficient LEAP 4 th grade Math	53.1%	64.4%		75.7%	76.4%
Proficient LEAP 8 th grade ELA	29.2%	23.6%		71.7%	69.7%
Proficient LEAP 8 th grade Math	34.3%	36.2%		65.0%	61.9%
Proficient GEE ELA	21.0%	16.8%		62.4%	62.3%
Proficient GEE Math	37.0%	26.3%		71.5%	64.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	39.0%	65.2%	72.4%	69.0%	40.0%	34.4%	68.4%	73.0%	71.0%	
4 th grade	45.6%	54.5%		73.4%	74.1%	41.1%	42.5%		76.8%	75.6%	
5 th grade	41.9%	38.0%		69.0%	71.9%	38.4%	33.5%		71.1%	73.5%	
6 th grade	38.0%	38.5%		72.0%	73.3%	33.6%	35.6%		73.0%	80.3%	
7 th grade	34.6%	27.7%		69.0%	65.9%	35.1%	27.7%		72.1%	75.5%	
8 th grade	26.6%	25.4%		63.4%	60.7%	30.3%	22.4%		70.2%	68.3%	
10 th grade	26.5%	22.4%		71.3%	64.5%	29.5%	20.9%		62.2%	62.0%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	10.6%	10.3%	9.1%
Suspensions Out-of-School & Alternate Site	14.2%	11.0%	11.4%	7.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	60.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	26.0%	
Inside Regular Class less than 40% of day	14.2%	13.2%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	8.6%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	80.9%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	9.0%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	68.4%	63.0%
Acquisition and use of knowledge and skills	71.0%	66.4%	63.0%
Appropriate behaviors to meet needs	74.9%	83.2%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	61.7%	67.5%
Acquisition and use of knowledge and skills	56.2%	52.3%	57.5%
Appropriate behaviors to meet needs	69.0%	71.1%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	26.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	69.2%	55.5%
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	83.5%	88.8%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	95.9%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Red River Parish
Total Public Population: >=1,520

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	26.1%	40.67%	67.2%	57.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	2.3%	18.6%	3.5%	2.5%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	>=30%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	12.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	36.7%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	51.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	12.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	36.7%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	51.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	70.5%
Proficient LEAP 4 th grade Math	53.1%	50.0%		75.7%	58.1%
Proficient LEAP 8 th grade ELA	29.2%	33.3%		71.7%	46.6%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	39.8%
Proficient GEE ELA	21.0%	50.0%		62.4%	65.1%
Proficient GEE Math	37.0%	50.0%		71.5%	83.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	20.0%	65.2%	72.4%	50.6%	40.0%	20.0%	68.4%	73.0%	63.2%	
4 th grade	45.6%	55.6%		73.4%	53.9%	41.1%	44.4%		76.8%	68.7%	
5 th grade	41.9%	50.0%		69.0%	51.9%	38.4%	75.0%		71.1%	72.6%	
6 th grade	38.0%	40.0%		72.0%	64.9%	33.6%	<5%		73.0%	68.8%	
7 th grade	34.6%	16.7%		69.0%	59.5%	35.1%	16.7%		72.1%	75.7%	
8 th grade	26.6%	20.0%		63.4%	36.5%	30.3%	33.3%		70.2%	44.9%	
10 th grade	26.5%	66.7%		71.3%	85.0%	29.5%	83.3%	62.2%	66.3%		

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	17.8%	10.3%	16.9%
Suspensions Out-of-School & Alternate Site	14.2%	17.2%	11.4%	18.1%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	66.7%	67.61%
Inside Regular Class 79-40% of day	21.0%	15.0%	
Inside Regular Class less than 40% of day	14.2%	7.5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	10.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=20%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=30%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	>=5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	>=20%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=30%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	<5%	63.0%
Acquisition and use of knowledge and skills	71.0%	<5%	63.0%
Appropriate behaviors to meet needs	74.9%	<5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	<5%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	36.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	54.5%	55.5%
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	83.5%	72.7%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Richland Parish
Total Public Population: >=3,370

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	12.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	19.2%	40.67%	67.2%	60.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.7%	18.6%	3.5%	3.4%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	9.1%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	13.6%			
Dropped Out	28.0%	54.5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	43.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	47.5%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	44.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	46.6%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	22.7%		79.0%	70.9%
Proficient LEAP 4 th grade Math	53.1%	27.3%		75.7%	67.8%
Proficient LEAP 8 th grade ELA	29.2%	50.0%		71.7%	70.2%
Proficient LEAP 8 th grade Math	34.3%	50.0%		65.0%	78.1%
Proficient GEE ELA	21.0%	20.0%		62.4%	51.2%
Proficient GEE Math	37.0%	<5%		71.5%	65.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	20.0%	65.2%	72.4%	56.4%	40.0%	10.0%	68.4%	73.0%	55.9%
4 th grade	45.6%	17.5%		73.4%	65.1%	41.1%	14.0%		76.8%	66.9%
5 th grade	41.9%	39.3%		69.0%	56.5%	38.4%	28.6%		71.1%	51.9%
6 th grade	38.0%	28.1%		72.0%	75.2%	33.6%	31.3%		73.0%	67.1%
7 th grade	34.6%	34.1%		69.0%	70.2%	35.1%	38.6%		72.1%	66.8%
8 th grade	26.6%	23.1%		63.4%	78.3%	30.3%	19.2%		70.2%	71.0%
10 th grade	26.5%	6.5%		71.3%	65.1%	29.5%	26.7%		62.2%	51.5%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	5.1%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	17.5%	11.4%	12.8%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	60.0%	67.61%
Inside Regular Class 79-40% of day	21.0%	31.0%	
Inside Regular Class less than 40% of day	14.2%	8.2%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	17.1%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	31.4%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	8.6%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	40.0%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	>95%	63.0%
Acquisition and use of knowledge and skills	71.0%	>95%	63.0%
Appropriate behaviors to meet needs	74.9%	<5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	>95%	67.5%
Acquisition and use of knowledge and skills	56.2%	>95%	57.5%
Appropriate behaviors to meet needs	69.0%	>95%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	7.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	46.2%	55.5%
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	83.5%	57.7%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	63.6%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	79.4%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Sabine Parish
Total Public Population: >=4,310

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	12.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	52.8%	40.67%	67.2%	80.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.9%	18.6%	3.5%	1.8%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	12.5%			
GED/Skills Options	13.2%	35.4%			
Certificate of Achievement	11.6%	8.3%			
Dropped Out	28.0%	29.2%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	56.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	56.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	77.2%
Proficient LEAP 4 th grade Math	53.1%	59.1%		75.7%	80.6%
Proficient LEAP 8 th grade ELA	29.2%	47.1%		71.7%	71.4%
Proficient LEAP 8 th grade Math	34.3%	35.3%		65.0%	66.9%
Proficient GEE ELA	21.0%	21.4%		62.4%	61.9%
Proficient GEE Math	37.0%	50.0%		71.5%	85.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	26.2%	65.2%	72.4%	85.1%	40.0%	31.0%	68.4%	73.0%	83.5%	
4 th grade	45.6%	47.7%		73.4%	78.9%	41.1%	40.9%		76.8%	75.9%	
5 th grade	41.9%	52.5%		69.0%	71.1%	38.4%	37.5%		71.1%	71.8%	
6 th grade	38.0%	54.6%		72.0%	75.7%	33.6%	54.6%		73.0%	80.9%	
7 th grade	34.6%	40.5%		69.0%	75.1%	35.1%	40.5%		72.1%	81.1%	
8 th grade	26.6%	20.0%		63.4%	66.3%	30.3%	40.0%		70.2%	70.4%	
10 th grade	26.5%	36.0%		71.3%	86.4%	29.5%	32.0%		62.2%	62.6%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	6.9%	10.3%	5.9%
Suspensions Out-of-School & Alternate Site	14.2%	14.0%	11.4%	9.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=60%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=20%	
Inside Regular Class less than 40% of day	14.2%	>=10%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	29.6%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	38.9%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	16.7%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	9.3%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	75.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	81.5%	63.0%
Appropriate behaviors to meet needs	74.9%	82.6%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	57.6%	67.5%
Acquisition and use of knowledge and skills	56.2%	60.6%	57.5%
Appropriate behaviors to meet needs	69.0%	69.7%	74.0%
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	31.8%	*	47.0%
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			*
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	19.6%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	54.9%	55.5%
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	83.5%	76.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	75.6%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: St. Bernard Parish
Total Public Population: >=5,940

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	43.8%	40.67%	67.2%	74.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.1%	18.6%	3.5%	2.4%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	24.5%			
GED/Skills Options	13.2%	10.2%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	42.9%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	11.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	27.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	61.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	11.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	26.4%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	62.5%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	46.0%		79.0%	83.4%
Proficient LEAP 4 th grade Math	53.1%	71.8%		75.7%	87.4%
Proficient LEAP 8 th grade ELA	29.2%	22.7%		71.7%	68.4%
Proficient LEAP 8 th grade Math	34.3%	50.0%		65.0%	74.9%
Proficient GEE ELA	21.0%	28.6%		62.4%	68.1%
Proficient GEE Math	37.0%	53.3%		71.5%	79.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	40.6%	65.2%	72.4%	83.3%	40.0%	43.8%	68.4%	73.0%	81.9%
4 th grade	45.6%	67.3%		73.4%	87.7%	41.1%	46.2%		76.8%	83.4%
5 th grade	41.9%	38.1%		69.0%	82.4%	38.4%	31.0%		71.1%	80.4%
6 th grade	38.0%	53.1%		72.0%	83.0%	33.6%	28.6%		73.0%	74.3%
7 th grade	34.6%	55.6%		69.0%	84.7%	35.1%	57.1%		72.1%	71.8%
8 th grade	26.6%	37.7%		63.4%	71.2%	30.3%	34.6%		70.2%	66.8%
10 th grade	26.5%	40.7%		71.3%	79.5%	29.5%	38.5%		62.2%	68.1%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	13.1%	10.3%	10.6%
Suspensions Out-of-School & Alternate Site	14.2%	14.2%	11.4%	12.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	63.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	22.4%	
Inside Regular Class less than 40% of day	14.2%	13.3%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	24.4%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	53.7%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	17.1%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	83.3%	63.0%
Acquisition and use of knowledge and skills	71.0%	84.6%	63.0%
Appropriate behaviors to meet needs	74.9%	66.7%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	88.2%	67.5%
Acquisition and use of knowledge and skills	56.2%	76.5%	57.5%
Appropriate behaviors to meet needs	69.0%	70.6%	74.0%
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	31.8%	48.9%	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	37.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	>95%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	5.8%	
Students Ages 3-21 Received ESYS	91.6%	59.4%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	97.4%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: St. Charles Parish
Total Public Population: >=9,760

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	9.2%
Gifted/Talented Students ^a	<5%	5.5%
Regular Education Students ^a	>=80%	85.3%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	31.9%	40.67%	67.2%	79.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	6.8%	18.6%	3.5%	2.3%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	18.5%			
GED/Skills Options	13.2%	20.0%			
Certificate of Achievement	11.6%	6.2%			
Dropped Out	28.0%	29.2%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	8.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	30.0%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	60.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	8.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	30.0%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	60.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	37.9%		79.0%	89.1%
Proficient LEAP 4 th grade Math	53.1%	44.8%		75.7%	80.6%
Proficient LEAP 8 th grade ELA	29.2%	44.4%		71.7%	84.1%
Proficient LEAP 8 th grade Math	34.3%	29.6%		65.0%	72.5%
Proficient GEE ELA	21.0%	13.3%		62.4%	72.2%
Proficient GEE Math	37.0%	46.7%		71.5%	79.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	92.2%		>95%	>95%	>95%	92.2%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	57.1%	65.2%	72.4%	85.0%	40.0%	46.0%	68.4%	73.0%	82.9%
4 th grade	45.6%	32.6%		73.4%	79.6%	41.1%	29.2%		76.8%	88.3%
5 th grade	41.9%	36.7%		69.0%	78.7%	38.4%	30.6%		71.1%	77.7%
6 th grade	38.0%	42.1%		72.0%	84.4%	33.6%	47.4%		73.0%	81.4%
7 th grade	34.6%	39.2%		69.0%	86.6%	35.1%	39.2%		72.1%	80.8%
8 th grade	26.6%	23.1%		63.4%	71.5%	30.3%	36.5%		70.2%	82.9%
10 th grade	26.5%	40.0%		71.3%	79.8%	29.5%	22.0%		62.2%	71.9%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	16.0%	10.3%	14.4%
Suspensions Out-of-School & Alternate Site	14.2%	14.4%	11.4%	8.4%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	41.6%	67.61%
Inside Regular Class 79-40% of day	21.0%	44.4%	
Inside Regular Class less than 40% of day	14.2%	13.4%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	9.1%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	36.4%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	35.5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	18.2%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	44.4%	63.0%
Acquisition and use of knowledge and skills	71.0%	47.4%	63.0%
Appropriate behaviors to meet needs	74.9%	41.2%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	46.2%	67.5%
Acquisition and use of knowledge and skills	56.2%	46.2%	57.5%
Appropriate behaviors to meet needs	69.0%	46.2%	74.0%
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	31.8%	34.0%	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	97.1%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	20.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	71.3%	55.5%
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	83.5%	90.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	98.9%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: St. Helena Parish
Total Public Population: >=810

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	13.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	23.8%	40.67%	67.2%	50.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.6%	18.6%	3.5%	4.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=50%			
GED/Skills Options	13.2%	>=5%			
Certificate of Achievement	11.6%	>=5%			
Dropped Out	28.0%	>=5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	9.4%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	81.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	12.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	78.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	10.0%		79.0%	73.3%
Proficient LEAP 4 th grade Math	53.1%	10.0%		75.7%	36.7%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	<5%		62.4%	37.7%
Proficient GEE Math	37.0%	<5%		71.5%	42.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	93.3%		>95%	>95%	>95%	87.5%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	<5%	65.2%	72.4%	23.3%	40.0%	12.5%	68.4%	73.0%	30.1%
4 th grade	45.6%	12.5%		73.4%	33.3%	41.1%	12.5%		76.8%	69.7%
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	<5%		71.3%	42.6%	29.5%	6.3%		62.2%	37.7%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	8.0%	11.4%	11.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	87.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	6.9%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	<5%	63.0%
Acquisition and use of knowledge and skills	71.0%	<5%	63.0%
Appropriate behaviors to meet needs	74.9%	<5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	<5%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	25.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	81.3%	55.5%
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	83.5%	81.3%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	6.1%	
Students Ages 3-21 Received ESYS	91.6%	90.9%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	85.7%	

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

Total Public Population is General Education public from February 1, 2010, SIS membership count.

^a February 1, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: St. James Parish
Total Public Population: >=3,940

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	12.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	37.5%	40.67%	67.2%	74.0%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.6%	18.6%	3.5%	3.8%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	>=5%			
Dropped Out	28.0%	>=40%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.6%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	20.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	72.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	19.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	73.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	52.2%		79.0%	83.8%
Proficient LEAP 4 th grade Math	53.1%	66.7%		75.7%	83.3%
Proficient LEAP 8 th grade ELA	29.2%	15.0%		71.7%	65.1%
Proficient LEAP 8 th grade Math	34.3%	15.8%		65.0%	62.2%
Proficient GEE ELA	21.0%	15.4%		62.4%	59.2%
Proficient GEE Math	37.0%	23.1%		71.5%	80.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	40.6%		72.4%	77.3%	40.0%	37.5%		73.0%	79.3%	
4 th grade	45.6%	55.6%		73.4%	82.5%	41.1%	44.4%		76.8%	84.3%	
5 th grade	41.9%	31.6%		69.0%	63.0%	38.4%	16.7%		71.1%	67.7%	
6 th grade	38.0%	57.7%		72.0%	79.1%	33.6%	53.9%		73.0%	82.9%	
7 th grade	34.6%	22.2%		69.0%	71.7%	35.1%	33.3%		72.1%	73.1%	
8 th grade	26.6%	8.6%		63.4%	60.7%	30.3%	14.3%		70.2%	63.6%	
10 th grade	26.5%	17.4%	71.3%	80.8%	29.5%	16.7%	62.2%	59.5%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	11.3%	10.3%	15.1%
Suspensions Out-of-School & Alternate Site	14.2%	22.9%	11.4%	17.6%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=70%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=10%	
Inside Regular Class less than 40% of day	14.2%	>=5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	19.3%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	66.4%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	5.9%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	5.0%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	50.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	50.0%	63.0%
Appropriate behaviors to meet needs	74.9%	50.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	50.0%	57.5%
Appropriate behaviors to meet needs	69.0%	50.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	35.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	50.0%	55.5%
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	83.5%	71.4%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	96.4%	
Ages 6 to 21	94.5%	93.0%	

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

Total Public Population is General Education public from February 1, 2010, SIS membership count.

^a February 1, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: St. John the Baptist Parish
Total Public Population: >=6,260

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	12.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	31.3%	40.67%	67.2%	60.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.6%	18.6%	3.5%	2.2%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=10%			
GED/Skills Options	13.2%	>=10%			
Certificate of Achievement	11.6%	>=5%			
Dropped Out	28.0%	>=30%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	9.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	17.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	73.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	9.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	14.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	75.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	45.2%		79.0%	82.7%
Proficient LEAP 4 th grade Math	53.1%	58.1%		75.7%	84.6%
Proficient LEAP 8 th grade ELA	29.2%	30.0%		71.7%	71.8%
Proficient LEAP 8 th grade Math	34.3%	32.5%		65.0%	68.5%
Proficient GEE ELA	21.0%	10.5%		62.4%	62.0%
Proficient GEE Math	37.0%	31.6%		71.5%	74.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)	43.9%	52.7%	65.2%	72.4%	68.9%	40.0%	43.6%	68.4%	73.0%	66.7%	
3 rd grade	45.6%	48.6%		73.4%	84.5%	41.1%	34.3%		76.8%	81.4%	
4 th grade	41.9%	32.3%		69.0%	55.8%	38.4%	29.0%		71.1%	58.3%	
5 th grade	38.0%	28.9%		72.0%	75.9%	33.6%	25.5%		73.0%	74.1%	
6 th grade	34.6%	31.7%		69.0%	65.6%	35.1%	22.0%		72.1%	67.8%	
7 th grade	26.6%	30.0%		63.4%	68.2%	30.3%	32.0%		70.2%	71.8%	
8 th grade	26.5%	29.6%		71.3%	74.3%	29.5%	23.1%		62.2%	62.4%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	18.8%	10.3%	19.7%
Suspensions Out-of-School & Alternate Site	14.2%	15.5%	11.4%	11.9%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	76.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	12.2%	
Inside Regular Class less than 40% of day	14.2%	11.1%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	13.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	47.7%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	5.5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	23.9%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	85.7%	63.0%
Acquisition and use of knowledge and skills	71.0%	72.0%	63.0%
Appropriate behaviors to meet needs	74.9%	77.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	64.5%	67.5%
Acquisition and use of knowledge and skills	56.2%	45.2%	57.5%
Appropriate behaviors to meet needs	69.0%	71.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	26.2%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	51.2%	55.5%
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	83.5%	73.8%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	80.0%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	90.7%	
Ages 6 to 21	94.5%	83.4%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: St. Landry Parish
Total Public Population: >=14,530

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	35.0%	40.67%	67.2%	63.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	6.7%	18.6%	3.5%	4.9%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	15.8%			
GED/Skills Options	13.2%	14.2%			
Certificate of Achievement	11.6%	10.8%			
Dropped Out	28.0%	31.7%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	16.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	77.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	16.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	76.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	48.8%		79.0%	80.2%
Proficient LEAP 4 th grade Math	53.1%	41.5%		75.7%	68.2%
Proficient LEAP 8 th grade ELA	29.2%	33.8%		71.7%	74.6%
Proficient LEAP 8 th grade Math	34.3%	30.9%		65.0%	60.0%
Proficient GEE ELA	21.0%	25.0%		62.4%	59.9%
Proficient GEE Math	37.0%	38.8%		71.5%	68.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	40.4%	65.2%	72.4%	69.4%	40.0%	43.0%	68.4%	73.0%	72.6%
4 th grade	45.6%	37.0%		73.4%	68.5%	41.1%	44.8%		76.8%	79.9%
5 th grade	41.9%	32.0%		69.0%	59.2%	38.4%	32.0%		71.1%	70.0%
6 th grade	38.0%	40.2%		72.0%	68.7%	33.6%	34.8%		73.0%	77.3%
7 th grade	34.6%	28.1%		69.0%	64.3%	35.1%	30.6%		72.1%	73.7%
8 th grade	26.6%	28.0%		63.4%	59.7%	30.3%	33.0%		70.2%	74.9%
10 th grade	26.5%	22.9%		71.3%	70.5%	29.5%	15.0%		62.2%	60.7%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	15.9%	11.4%	10.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	55.0%	67.61%
Inside Regular Class 79-40% of day	21.0%	29.4%	
Inside Regular Class less than 40% of day	14.2%	13.7%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	36.2%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	33.3%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	26.8%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=30%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	68.2%	63.0%
Acquisition and use of knowledge and skills	71.0%	58.7%	63.0%
Appropriate behaviors to meet needs	74.9%	62.8%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	53.1%	67.5%
Acquisition and use of knowledge and skills	56.2%	44.9%	57.5%
Appropriate behaviors to meet needs	69.0%	55.1%	74.0%
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	31.8%	*	47.0%
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			*
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	15.6%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	60.7%	55.5%
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	83.5%	71.3%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	89.0%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

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^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: St. Martin Parish
Total Public Population: >=8,550

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.2%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	32.8%	40.67%	67.2%	72.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	7.4%	18.6%	3.5%	4.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	25.4%			
GED/Skills Options	13.2%	17.5%			
Certificate of Achievement	11.6%	6.3%			
Dropped Out	28.0%	27.0%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	9.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	12.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	78.2%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	9.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	12.4%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	78.6%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	25.0%		79.0%	76.1%
Proficient LEAP 4 th grade Math	53.1%	42.9%		75.7%	76.5%
Proficient LEAP 8 th grade ELA	29.2%	17.9%		71.7%	59.5%
Proficient LEAP 8 th grade Math	34.3%	18.5%		65.0%	59.5%
Proficient GEE ELA	21.0%	12.5%		62.4%	55.3%
Proficient GEE Math	37.0%	34.8%		71.5%	64.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	64.9%	65.2%	72.4%	80.3%	40.0%	60.8%	68.4%	73.0%	73.3%	
4 th grade	45.6%	41.3%		73.4%	74.4%	41.1%	27.2%		76.8%	72.8%	
5 th grade	41.9%	50.0%		69.0%	67.0%	38.4%	34.2%		71.1%	61.7%	
6 th grade	38.0%	43.2%		72.0%	72.2%	33.6%	31.8%		73.0%	71.2%	
7 th grade	34.6%	36.4%		69.0%	65.0%	35.1%	38.2%		72.1%	67.2%	
8 th grade	26.6%	20.0%		63.4%	57.2%	30.3%	22.0%		70.2%	58.0%	
10 th grade	26.5%	30.6%		71.3%	63.9%	29.5%	24.3%		62.2%	55.1%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	10.0%	10.3%	13.0%
Suspensions Out-of-School & Alternate Site	14.2%	14.6%	11.4%	14.4%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	70.9%	67.61%
Inside Regular Class 79-40% of day	21.0%	13.2%	
Inside Regular Class less than 40% of day	14.2%	14.0%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	14.6%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	57.6%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	21.2%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	66.7%	63.0%
Acquisition and use of knowledge and skills	71.0%	70.9%	63.0%
Appropriate behaviors to meet needs	74.9%	74.1%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	71.8%	67.5%
Acquisition and use of knowledge and skills	56.2%	61.5%	57.5%
Appropriate behaviors to meet needs	69.0%	75.6%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	12.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	62.5%	55.5%
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	83.5%	78.1%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: St. Mary Parish
Total Public Population: >=9,430

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	13.5%
Gifted/Talented Students ^a	<5%	5.6%
Regular Education Students ^a	>=80%	81.0%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	16.8%	40.67%	67.2%	68.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.4%	18.6%	3.5%	2.2%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	31.6%			
GED/Skills Options	13.2%	24.5%			
Certificate of Achievement	11.6%	5.1%			
Dropped Out	28.0%	26.5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	18.3%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	72.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	18.1%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	73.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	51.7%		79.0%	85.9%
Proficient LEAP 4 th grade Math	53.1%	53.9%		75.7%	84.3%
Proficient LEAP 8 th grade ELA	29.2%	16.7%		71.7%	69.2%
Proficient LEAP 8 th grade Math	34.3%	22.2%		65.0%	61.8%
Proficient GEE ELA	21.0%	9.8%		62.4%	60.9%
Proficient GEE Math	37.0%	36.6%		71.5%	76.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	60.4%		72.4%	86.4%	40.0%	59.4%		73.0%	82.6%	
4 th grade	45.6%	53.2%		73.4%	83.5%	41.1%	50.0%		76.8%	85.6%	
5 th grade	41.9%	52.9%		69.0%	76.7%	38.4%	55.9%		71.1%	78.1%	
6 th grade	38.0%	34.2%		72.0%	71.1%	33.6%	30.5%		73.0%	70.0%	
7 th grade	34.6%	32.0%		69.0%	71.2%	35.1%	30.4%		72.1%	70.8%	
8 th grade	26.6%	20.4%		63.4%	61.3%	30.3%	21.5%		70.2%	68.7%	
10 th grade	26.5%	28.8%	71.3%	75.4%	29.5%	12.9%	62.2%	60.3%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	11.9%	10.3%	12.9%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	61.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	25.6%	
Inside Regular Class less than 40% of day	14.2%	11.8%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=50%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=5%
Separate Class	5.4%	>=10%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	>=5%
Home and receiving majority of services at other location	9.1%	>=10%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>=10%

	Special Ed.		2010-11 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	69.6%	60.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	61.0%	63.0%
Appropriate behaviors to meet needs	74.9%	71.4%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	66.7%	67.5%
Acquisition and use of knowledge and skills	56.2%	58.3%	57.5%
Appropriate behaviors to meet needs	69.0%	75.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	92.3%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	16.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	47.3%	55.5%
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	83.5%	85.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	90.9%	
Ages 6 to 21	94.5%	88.4%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: St. Tammany Parish
Total Public Population: >=37,120

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	15.9%
Gifted/Talented Students ^a	<5%	8.9%
Regular Education Students ^a	>=80%	75.2%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	47.8%	40.67%	67.2%	76.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.5%	18.6%	3.5%	2.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	31.9%			
GED/Skills Options	13.2%	10.8%			
Certificate of Achievement	11.6%	7.9%			
Dropped Out	28.0%	22.9%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=10%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	76.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=10%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	76.4%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	59.5%		79.0%	88.8%
Proficient LEAP 4 th grade Math	53.1%	63.0%		75.7%	88.0%
Proficient LEAP 8 th grade ELA	29.2%	44.6%		71.7%	85.5%
Proficient LEAP 8 th grade Math	34.3%	46.2%		65.0%	77.4%
Proficient GEE ELA	21.0%	29.8%		62.4%	77.2%
Proficient GEE Math	37.0%	42.2%		71.5%	82.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	57.2%		72.4%	87.5%	40.0%	51.6%		73.0%	86.3%	
4 th grade	45.6%	55.8%		73.4%	88.1%	41.1%	50.6%		76.8%	89.0%	
5 th grade	41.9%	49.9%		69.0%	82.1%	38.4%	46.8%		71.1%	82.1%	
6 th grade	38.0%	47.7%		72.0%	84.6%	33.6%	46.1%		73.0%	85.3%	
7 th grade	34.6%	42.4%		69.0%	80.8%	35.1%	45.3%		72.1%	81.3%	
8 th grade	26.6%	34.2%		63.4%	76.7%	30.3%	38.6%		70.2%	84.7%	
10 th grade	26.5%	35.3%	71.3%	82.4%	29.5%	34.1%	62.2%	77.2%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	12.9%	10.3%	10.2%
Suspensions Out-of-School & Alternate Site	14.2%	11.0%	11.4%	6.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	49.9%	67.61%
Inside Regular Class 79-40% of day	21.0%	27.3%	
Inside Regular Class less than 40% of day	14.2%	22.2%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	15.5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	42.5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	20.3%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	14.5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	72.8%	63.0%
Acquisition and use of knowledge and skills	71.0%	76.5%	63.0%
Appropriate behaviors to meet needs	74.9%	80.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	68.9%	67.5%
Acquisition and use of knowledge and skills	56.2%	62.3%	57.5%
Appropriate behaviors to meet needs	69.0%	74.9%	74.0%
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	31.8%	34.9%	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	49.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	89.8%	55.5%
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	83.5%	92.8%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	93.1%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	99.4%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

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^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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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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 - a. **Districts making AYP for 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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 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
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 - a. **Enrolled in higher education within one year of leaving high school**
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 - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**

PERFORMANCE PROFILE

School System: Tangipahoa Parish
Total Public Population: >=19,310

School Year: 2010-2011

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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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	38.3%	40.67%	67.2%	67.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.7%	18.6%	3.5%	4.2%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	22.3%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	22.9%			
Dropped Out	28.0%	37.2%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.8%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	38.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	55.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	38.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	55.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	54.7%		79.0%	76.2%
Proficient LEAP 4 th grade Math	53.1%	54.3%		75.7%	70.4%
Proficient LEAP 8 th grade ELA	29.2%	33.9%		71.7%	64.4%
Proficient LEAP 8 th grade Math	34.3%	43.8%		65.0%	57.0%
Proficient GEE ELA	21.0%	19.1%		62.4%	55.5%
Proficient GEE Math	37.0%	28.6%		71.5%	64.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	35.6%		72.4%	60.7%	40.0%	30.4%		73.0%	63.1%	
4 th grade	45.6%	44.8%		73.4%	67.8%	41.1%	43.3%		76.8%	74.0%	
5 th grade	41.9%	34.2%		69.0%	60.9%	38.4%	32.0%		71.1%	63.5%	
6 th grade	38.0%	34.4%		72.0%	62.5%	33.6%	28.0%		73.0%	66.0%	
7 th grade	34.6%	23.1%		69.0%	58.4%	35.1%	34.7%		72.1%	64.4%	
8 th grade	26.6%	22.5%		63.4%	56.1%	30.3%	31.5%		70.2%	63.9%	
10 th grade	26.5%	20.9%	71.3%	64.3%	29.5%	25.3%	62.2%	55.4%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	10.0%	10.3%	12.8%
Suspensions Out-of-School & Alternate Site	14.2%	15.8%	11.4%	11.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	61.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	17.4%	
Inside Regular Class less than 40% of day	14.2%	19.8%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	17.2%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	53.3%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	6.5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	9.5%
Home and receiving majority of services at other location	9.1%	9.5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	61.7%	63.0%
Acquisition and use of knowledge and skills	71.0%	60.6%	63.0%
Appropriate behaviors to meet needs	74.9%	67.3%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	69.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	64.6%	57.5%
Appropriate behaviors to meet needs	69.0%	69.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	20.6%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	82.5%	55.5%
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	83.5%	93.8%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	89.8%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Tensas Parish
Total Public Population: >=680

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	16.6%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=70%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	33.3%	40.67%	67.2%	65.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	17.5%	18.6%	3.5%	4.5%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	>=50%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	14.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	26.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	56.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	13.6%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	27.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	57.6%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	71.4%		79.0%	66.7%
Proficient LEAP 4 th grade Math	53.1%	>95%		75.7%	57.8%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	42.4%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	33.3%
Proficient GEE ELA	21.0%	33.3%		62.4%	50.0%
Proficient GEE Math	37.0%	33.3%		71.5%	69.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	91.7%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	45.5%	65.2%	72.4%	57.6%	40.0%	54.6%	68.4%	73.0%	54.2%	
4 th grade	45.6%	80.0%		73.4%	63.5%	41.1%	50.0%		76.8%	63.5%	
5 th grade	41.9%	80.0%		69.0%	59.2%	38.4%	50.0%		71.1%	59.2%	
6 th grade	38.0%	62.5%		72.0%	51.9%	33.6%	62.5%		73.0%	63.5%	
7 th grade	34.6%	50.0%		69.0%	46.0%	35.1%	25.0%		72.1%	37.8%	
8 th grade	26.6%	14.3%		63.4%	27.8%	30.3%	50.0%		70.2%	38.9%	
10 th grade	26.5%	25.0%		71.3%	69.0%	29.5%	50.0%		62.2%	50.0%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	14.1%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	9.4%	11.4%	16.9%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	86.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	10.9%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=50%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=10%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	>=5%
Home and receiving majority of services at other location	9.1%	>=10%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	66.7%	63.0%
Acquisition and use of knowledge and skills	71.0%	66.7%	63.0%
Appropriate behaviors to meet needs	74.9%	75.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	66.7%	67.5%
Acquisition and use of knowledge and skills	56.2%	66.7%	57.5%
Appropriate behaviors to meet needs	69.0%	66.7%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	8.3%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	16.7%	55.5%
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	83.5%	50.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	49.3%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Terrebonne Parish
Total Public Population: >=18,810

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	17.3%	40.67%	67.2%	65.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	6.0%	18.6%	3.5%	3.1%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	13.8%			
GED/Skills Options	13.2%	28.1%			
Certificate of Achievement	11.6%	10.0%			
Dropped Out	28.0%	34.4%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	8.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	21.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	69.5%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	8.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	21.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	69.2%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	47.7%		79.0%	85.0%
Proficient LEAP 4 th grade Math	53.1%	44.0%		75.7%	83.7%
Proficient LEAP 8 th grade ELA	29.2%	16.0%		71.7%	70.2%
Proficient LEAP 8 th grade Math	34.3%	22.0%		65.0%	63.8%
Proficient GEE ELA	21.0%	30.4%		62.4%	54.6%
Proficient GEE Math	37.0%	33.3%		71.5%	68.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	43.5%	65.2%	72.4%	78.5%	40.0%	39.5%	68.4%	73.0%	81.8%
4 th grade	45.6%	39.4%		73.4%	82.4%	41.1%	41.4%		76.8%	83.8%
5 th grade	41.9%	34.4%		69.0%	72.8%	38.4%	32.8%		71.1%	73.9%
6 th grade	38.0%	38.3%		72.0%	76.9%	33.6%	25.5%		73.0%	81.1%
7 th grade	34.6%	30.0%		69.0%	69.3%	35.1%	28.3%		72.1%	72.9%
8 th grade	26.6%	21.3%		63.4%	60.5%	30.3%	17.6%		70.2%	67.0%
10 th grade	26.5%	33.9%		71.3%	67.7%	29.5%	42.9%		62.2%	53.9%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	18.0%	11.4%	14.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	66.9%	67.61%
Inside Regular Class 79-40% of day	21.0%	23.4%	
Inside Regular Class less than 40% of day	14.2%	7.6%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	28.0%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	40.2%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	5.5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	19.3%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	74.8%	63.0%
Acquisition and use of knowledge and skills	71.0%	72.6%	63.0%
Appropriate behaviors to meet needs	74.9%	80.9%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	57.1%	67.5%
Acquisition and use of knowledge and skills	56.2%	48.4%	57.5%
Appropriate behaviors to meet needs	69.0%	65.1%	74.0%
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	31.8%	*	47.0%
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		*	
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%	98.9%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	14.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	75.3%	55.5%
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	83.5%	87.6%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	74.3%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	81.4%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 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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^h Oct. 1, 2010, IDEA Data Tables (excluding nonpublic)

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^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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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.
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.**

PERFORMANCE PROFILE

School System: Union Parish
Total Public Population: >=2,600

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	14.2%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	25.6%	40.67%	67.2%	55.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.3%	18.6%	3.5%	4.4%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	>=10%			
Dropped Out	28.0%	>=10%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.8%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	33.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	58.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	33.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	58.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	58.8%		79.0%	59.5%
Proficient LEAP 4 th grade Math	53.1%	64.7%		75.7%	62.7%
Proficient LEAP 8 th grade ELA	29.2%	18.8%		71.7%	59.5%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	52.3%
Proficient GEE ELA	21.0%	<5%		62.4%	45.0%
Proficient GEE Math	37.0%	10.0%		71.5%	46.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	94.6%		>95%	>95%	>95%	94.6%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	94.7%		>95%	>95%	>95%	94.7%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	47.4%	65.2%	72.4%	62.4%	40.0%	26.3%	68.4%	73.0%	61.2%	
4 th grade	45.6%	42.9%		73.4%	60.6%	41.1%	34.3%		76.8%	58.9%	
5 th grade	41.9%	40.5%		69.0%	65.8%	38.4%	27.0%		71.1%	61.2%	
6 th grade	38.0%	50.0%		72.0%	54.4%	33.6%	34.6%		73.0%	51.9%	
7 th grade	34.6%	42.1%		69.0%	65.1%	35.1%	68.4%		72.1%	71.7%	
8 th grade	26.6%	30.0%		63.4%	50.3%	30.3%	36.7%		70.2%	59.6%	
10 th grade	26.5%	10.7%		71.3%	46.1%	29.5%	14.3%		62.2%	44.4%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	7.8%	10.3%	7.6%
Suspensions Out-of-School & Alternate Site	14.2%	19.7%	11.4%	17.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	80.7%	67.61%
Inside Regular Class 79-40% of day	21.0%	10.9%	
Inside Regular Class less than 40% of day	14.2%	6.5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	20.9%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	44.2%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	27.9%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	>=20%

	Special Ed.		2010-11 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	69.6%	75.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	80.0%	63.0%
Appropriate behaviors to meet needs	74.9%	60.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	90.9%	67.5%
Acquisition and use of knowledge and skills	56.2%	72.7%	57.5%
Appropriate behaviors to meet needs	69.0%	72.7%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	15.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	>95%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSi) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Vermilion Parish
Total Public Population: >=9,210

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	28.6%	40.67%	67.2%	80.9%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.2%	18.6%	3.5%	1.9%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	28.9%			
GED/Skills Options	13.2%	13.3%			
Certificate of Achievement	11.6%	20.0%			
Dropped Out	28.0%	13.3%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	20.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	72.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	20.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	72.3%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	52.4%		79.0%	83.0%
Proficient LEAP 4 th grade Math	53.1%	56.5%		75.7%	75.3%
Proficient LEAP 8 th grade ELA	29.2%	28.2%		71.7%	81.9%
Proficient LEAP 8 th grade Math	34.3%	38.5%		65.0%	74.0%
Proficient GEE ELA	21.0%	22.7%		62.4%	69.6%
Proficient GEE Math	37.0%	40.9%		71.5%	78.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	40.5%	65.2%	72.4%	72.7%	40.0%	38.0%	68.4%	73.0%	82.6%	
4 th grade	45.6%	44.6%		73.4%	74.7%	41.1%	45.5%		76.8%	82.8%	
5 th grade	41.9%	54.4%		69.0%	73.2%	38.4%	48.9%		71.1%	76.5%	
6 th grade	38.0%	26.2%		72.0%	74.6%	33.6%	31.2%		73.0%	79.8%	
7 th grade	34.6%	33.3%		69.0%	70.4%	35.1%	24.2%		72.1%	78.1%	
8 th grade	26.6%	27.1%		63.4%	73.3%	30.3%	27.1%		70.2%	81.2%	
10 th grade	26.5%	30.0%		71.3%	78.1%	29.5%	26.5%	62.2%	69.5%		

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	21.8%	10.3%	18.7%
Suspensions Out-of-School & Alternate Site	14.2%	14.0%	11.4%	9.8%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	82.2%	67.61%
Inside Regular Class 79-40% of day	21.0%	9.5%	
Inside Regular Class less than 40% of day	14.2%	7.0%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=30%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=40%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	>=5%
Home and receiving majority of services at other location	9.1%	>=5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=30%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	66.7%	63.0%
Acquisition and use of knowledge and skills	71.0%	73.4%	63.0%
Appropriate behaviors to meet needs	74.9%	79.4%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	57.7%	67.5%
Acquisition and use of knowledge and skills	56.2%	59.0%	57.5%
Appropriate behaviors to meet needs	69.0%	59.0%	74.0%
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	31.8%	35.2%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	18.8%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	72.9%	55.5%
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	83.5%	93.8%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Vernon Parish
Total Public Population: >=9,920

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.6%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	54.2%	40.67%	67.2%	79.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.2%	18.6%	3.5%	1.7%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	26.9%			
GED/Skills Options	13.2%	11.5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	22.3%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	14.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	79.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	13.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	80.4%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	65.9%		79.0%	85.8%
Proficient LEAP 4 th grade Math	53.1%	77.7%		75.7%	86.4%
Proficient LEAP 8 th grade ELA	29.2%	37.7%		71.7%	85.1%
Proficient LEAP 8 th grade Math	34.3%	37.7%		65.0%	80.3%
Proficient GEE ELA	21.0%	30.6%		62.4%	68.1%
Proficient GEE Math	37.0%	47.2%		71.5%	76.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	61.0%	65.2%	72.4%	82.6%	40.0%	58.5%	68.4%	73.0%	86.3%	
4 th grade	45.6%	69.2%		73.4%	85.7%	41.1%	57.9%		76.8%	85.2%	
5 th grade	41.9%	52.0%		69.0%	79.4%	38.4%	38.8%		71.1%	79.5%	
6 th grade	38.0%	47.2%		72.0%	88.3%	33.6%	51.7%		73.0%	86.2%	
7 th grade	34.6%	48.1%		69.0%	85.0%	35.1%	36.3%		72.1%	86.1%	
8 th grade	26.6%	42.2%		63.4%	79.8%	30.3%	48.2%		70.2%	85.0%	
10 th grade	26.5%	47.2%		71.3%	77.2%	29.5%	33.3%		62.2%	70.0%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	5.9%	10.3%	6.4%
Suspensions Out-of-School & Alternate Site	14.2%	11.8%	11.4%	10.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	68.8%	67.61%
Inside Regular Class 79-40% of day	21.0%	24.9%	
Inside Regular Class less than 40% of day	14.2%	5.6%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	16.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	58.4%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	10.6%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	7.1%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	58.3%	63.0%
Acquisition and use of knowledge and skills	71.0%	59.3%	63.0%
Appropriate behaviors to meet needs	74.9%	53.9%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	37.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	29.6%	57.5%
Appropriate behaviors to meet needs	69.0%	40.7%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	30.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	78.9%	55.5%
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	83.5%	92.6%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	50.0%	
Ages 6 to 21	94.5%	85.3%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

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^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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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 - a. **Districts making AYP for 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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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.
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.**

PERFORMANCE PROFILE

School System: Washington Parish
Total Public Population: >=5,380

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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	State	Local
Students with Disabilities ^a	11.4%	15.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	41.7%	40.67%	67.2%	76.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	7.4%	18.6%	3.5%	3.4%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	18.6%			
GED/Skills Options	13.2%	17.1%			
Certificate of Achievement	11.6%	17.1%			
Dropped Out	28.0%	28.6%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	10.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	84.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	10.1%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	84.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	43.6%		79.0%	83.2%
Proficient LEAP 4 th grade Math	53.1%	46.8%		75.7%	80.2%
Proficient LEAP 8 th grade ELA	29.2%	52.4%		71.7%	73.9%
Proficient LEAP 8 th grade Math	34.3%	52.4%		65.0%	67.4%
Proficient GEE ELA	21.0%	22.7%		62.4%	63.6%
Proficient GEE Math	37.0%	29.6%		71.5%	63.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	44.9%	65.2%	72.4%	78.3%	40.0%	26.1%	68.4%	73.0%	73.9%
4 th grade	45.6%	41.1%		73.4%	81.1%	41.1%	42.2%		76.8%	82.5%
5 th grade	41.9%	44.4%		69.0%	67.2%	38.4%	31.9%		71.1%	61.2%
6 th grade	38.0%	36.0%		72.0%	75.1%	33.6%	26.0%		73.0%	69.7%
7 th grade	34.6%	48.7%		69.0%	63.7%	35.1%	35.1%		72.1%	64.3%
8 th grade	26.6%	31.8%		63.4%	64.3%	30.3%	31.8%		70.2%	70.5%
10 th grade	26.5%	28.9%		71.3%	64.7%	29.5%	26.9%		62.2%	63.9%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	13.7%	10.3%	11.2%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	58.0%	67.61%
Inside Regular Class 79-40% of day	21.0%	25.9%	
Inside Regular Class less than 40% of day	14.2%	15.5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	8.6%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	71.6%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	7.4%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	53.3%	63.0%
Acquisition and use of knowledge and skills	71.0%	70.0%	63.0%
Appropriate behaviors to meet needs	74.9%	76.5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	72.4%	67.5%
Acquisition and use of knowledge and skills	56.2%	58.6%	57.5%
Appropriate behaviors to meet needs	69.0%	75.9%	74.0%
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	31.8%	28.4%	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	71.4%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	17.6%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	73.5%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	76.6%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Webster Parish
Total Public Population: >=6,970

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.6%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	32.8%	40.67%	67.2%	67.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	6.5%	18.6%	3.5%	3.3%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=20%			
GED/Skills Options	13.2%	>=20%			
Certificate of Achievement	11.6%	>=5%			
Dropped Out	28.0%	>=10%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	9.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	43.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	46.4%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	9.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	43.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	46.4%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	20.8%		79.0%	67.3%
Proficient LEAP 4 th grade Math	53.1%	33.3%		75.7%	60.3%
Proficient LEAP 8 th grade ELA	29.2%	36.4%		71.7%	65.1%
Proficient LEAP 8 th grade Math	34.3%	45.5%		65.0%	56.5%
Proficient GEE ELA	21.0%	40.0%		62.4%	57.1%
Proficient GEE Math	37.0%	30.0%		71.5%	64.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	24.4%	65.2%	72.4%	60.7%	40.0%	24.4%	68.4%	73.0%	68.7%	
4 th grade	45.6%	39.7%		73.4%	56.4%	41.1%	38.1%		76.8%	65.1%	
5 th grade	41.9%	34.1%		69.0%	61.6%	38.4%	25.0%		71.1%	65.3%	
6 th grade	38.0%	23.0%		72.0%	69.3%	33.6%	19.7%		73.0%	72.1%	
7 th grade	34.6%	30.4%		69.0%	58.6%	35.1%	32.1%		72.1%	67.3%	
8 th grade	26.6%	23.9%		63.4%	53.8%	30.3%	30.4%		70.2%	62.6%	
10 th grade	26.5%	8.9%		71.3%	64.6%	29.5%	24.4%	62.2%	56.9%		

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	10.0%	11.4%	8.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	78.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	16.6%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=20%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=50%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=10%
Separate Class	5.4%	>=10%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	>=10%

	Special Ed.		2010-11 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	69.6%	71.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	69.7%	63.0%
Appropriate behaviors to meet needs	74.9%	70.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	66.7%	67.5%
Acquisition and use of knowledge and skills	56.2%	52.8%	57.5%
Appropriate behaviors to meet needs	69.0%	69.4%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	18.4%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	42.1%	55.5%
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	83.5%	47.4%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	98.1%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: West Baton Rouge Parish
Total Public Population: >=3,820

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	9.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	30.0%	40.67%	67.2%	69.8%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	1.9%	18.6%	3.5%	3.4%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	16.2%			
GED/Skills Options	13.2%	5.4%			
Certificate of Achievement	11.6%	5.4%			
Dropped Out	28.0%	62.2%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	16.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	78.4%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	16.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	77.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	13.3%		79.0%	78.9%
Proficient LEAP 4 th grade Math	53.1%	33.3%		75.7%	76.1%
Proficient LEAP 8 th grade ELA	29.2%	35.3%		71.7%	77.0%
Proficient LEAP 8 th grade Math	34.3%	43.8%		65.0%	62.9%
Proficient GEE ELA	21.0%	<5%		62.4%	68.7%
Proficient GEE Math	37.0%	20.0%		71.5%	81.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	43.5%		72.4%	73.5%	40.0%	30.4%		73.0%	66.4%	
4 th grade	45.6%	36.8%		73.4%	72.8%	41.1%	21.1%		76.8%	77.4%	
5 th grade	41.9%	17.4%		69.0%	66.5%	38.4%	8.7%		71.1%	67.0%	
6 th grade	38.0%	29.6%		72.0%	70.0%	33.6%	18.5%		73.0%	77.1%	
7 th grade	34.6%	18.2%		69.0%	68.0%	35.1%	22.7%		72.1%	77.6%	
8 th grade	26.6%	24.0%		63.4%	62.2%	30.3%	20.0%		70.2%	76.5%	
10 th grade	26.5%	18.2%	71.3%	81.6%	29.5%	<5%	62.2%	67.9%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	16.9%	10.3%	16.3%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	73.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	17.0%	
Inside Regular Class less than 40% of day	14.2%	9.0%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	46.5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	39.5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=40%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	50.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	72.7%	63.0%
Appropriate behaviors to meet needs	74.9%	63.6%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	36.4%	67.5%
Acquisition and use of knowledge and skills	56.2%	45.5%	57.5%
Appropriate behaviors to meet needs	69.0%	45.5%	74.0%
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	31.8%	*	47.0%
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		*	
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%	98.1%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	88.9%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	16.1%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	41.9%	55.5%
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	83.5%	77.4%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	85.3%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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.
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 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: West Carroll Parish
Total Public Population: >=2,220

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	7.7%	40.67%	67.2%	67.1%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	5.8%	18.6%	3.5%	3.5%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=40%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	>=30%			
Dropped Out	28.0%	>=5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	29.9%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	61.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	26.5%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	65.3%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	58.3%		79.0%	82.4%
Proficient LEAP 4 th grade Math	53.1%	46.7%		75.7%	77.1%
Proficient LEAP 8 th grade ELA	29.2%	60.0%		71.7%	74.1%
Proficient LEAP 8 th grade Math	34.3%	40.0%		65.0%	74.1%
Proficient GEE ELA	21.0%	33.3%		62.4%	60.5%
Proficient GEE Math	37.0%	<5%		71.5%	78.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	52.9%	65.2%	72.4%	72.4%	40.0%	23.5%	68.4%	73.0%	78.6%	
4 th grade	45.6%	40.9%		73.4%	75.3%	41.1%	59.1%		76.8%	79.4%	
5 th grade	41.9%	52.9%		69.0%	62.7%	38.4%	52.9%		71.1%	69.0%	
6 th grade	38.0%	42.9%		72.0%	73.0%	33.6%	35.7%		73.0%	71.7%	
7 th grade	34.6%	33.3%		69.0%	74.7%	35.1%	26.7%		72.1%	72.2%	
8 th grade	26.6%	28.6%		63.4%	72.5%	30.3%	42.9%		70.2%	73.2%	
10 th grade	26.5%	9.1%		71.3%	78.1%	29.5%	27.3%		62.2%	60.2%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	8.6%	11.4%	6.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	54.9%	67.61%
Inside Regular Class 79-40% of day	21.0%	31.6%	
Inside Regular Class less than 40% of day	14.2%	10.9%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=60%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	>=20%
Home and receiving majority of services at other location	9.1%	>=5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	92.3%	63.0%
Acquisition and use of knowledge and skills	71.0%	90.9%	63.0%
Appropriate behaviors to meet needs	74.9%	87.5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	93.3%	67.5%
Acquisition and use of knowledge and skills	56.2%	93.3%	57.5%
Appropriate behaviors to meet needs	69.0%	93.3%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	12.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	75.0%	55.5%
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	83.5%	87.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	5.0%	
Students Ages 3-21 Received ESYS	91.6%	91.7%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	45.8%	
Ages 6 to 21	94.5%	90.6%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: West Feliciana Parish
Total Public Population: >=2,230

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.7%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	37.5%	40.67%	67.2%	72.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.3%	18.6%	3.5%	2.4%

Exiting Special Education ^d	Special Ed.	
	State	Local
High School Diploma	21.2%	>=20%
GED/Skills Options	13.2%	>=70%
Certificate of Achievement	11.6%	<5%
Dropped Out	28.0%	<5%

Statewide Assessment (Initial Testers) ^e	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	7.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	15.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	76.6%	>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	7.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	15.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	76.6%	>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%	79.0%	88.6%
Proficient LEAP 4 th grade Math	53.1%	66.7%	75.7%	86.4%
Proficient LEAP 8 th grade ELA	29.2%	14.3%	71.7%	81.8%
Proficient LEAP 8 th grade Math	34.3%	42.9%	65.0%	78.6%
Proficient GEE ELA	21.0%	50.0%	62.4%	73.6%
Proficient GEE Math	37.0%	50.0%	71.5%	83.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	94.1%		>95%	>95%	>95%	94.1%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	55.6%	65.2%	72.4%	91.3%	40.0%	72.2%	68.4%	73.0%	>95%
4 th grade	45.6%	64.3%		73.4%	85.5%	41.1%	57.1%		76.8%	87.6%
5 th grade	41.9%	65.5%		69.0%	78.3%	38.4%	72.4%		71.1%	90.4%
6 th grade	38.0%	40.0%		72.0%	80.9%	33.6%	73.3%		73.0%	84.9%
7 th grade	34.6%	58.8%		69.0%	82.8%	35.1%	35.3%		72.1%	83.5%
8 th grade	26.6%	50.0%		63.4%	77.3%	30.3%	30.0%		70.2%	81.3%
10 th grade	26.5%	62.5%		71.3%	83.5%	29.5%	62.5%		62.2%	73.4%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	11.3%	10.3%	14.6%
Suspensions Out-of-School & Alternate Site	14.2%	8.6%	11.4%	11.1%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	89.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	5.7%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	15.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	73.7%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	5.3%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	88.9%	63.0%
Acquisition and use of knowledge and skills	71.0%	90.0%	63.0%
Appropriate behaviors to meet needs	74.9%	>95%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	81.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	81.0%	57.5%
Appropriate behaviors to meet needs	69.0%	81.0%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	18.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	81.5%	55.5%
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	83.5%	85.2%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Winn Parish
Total Public Population: >=2,560

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.6%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	25.0%	40.67%	67.2%	64.4%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	2.7%	18.6%	3.5%	1.9%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	17.4%			
GED/Skills Options	13.2%	43.5%			
Certificate of Achievement	11.6%	8.7%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	10.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	33.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	55.2%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	10.8%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	33.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	55.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	41.2%		79.0%	80.5%
Proficient LEAP 4 th grade Math	53.1%	52.9%		75.7%	77.3%
Proficient LEAP 8 th grade ELA	29.2%	25.0%		71.7%	75.6%
Proficient LEAP 8 th grade Math	34.3%	25.0%		65.0%	67.3%
Proficient GEE ELA	21.0%	50.0%		62.4%	68.7%
Proficient GEE Math	37.0%	16.7%		71.5%	76.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	33.3%	65.2%	72.4%	66.0%	40.0%	33.3%	68.4%	73.0%	72.4%
4 th grade	45.6%	50.0%		73.4%	73.3%	41.1%	50.0%		76.8%	79.7%
5 th grade	41.9%	32.4%		69.0%	67.6%	38.4%	32.4%		71.1%	70.9%
6 th grade	38.0%	36.8%		72.0%	71.0%	33.6%	36.8%		73.0%	77.7%
7 th grade	34.6%	50.0%		69.0%	60.5%	35.1%	40.0%		72.1%	75.1%
8 th grade	26.6%	47.8%		63.4%	66.5%	30.3%	52.2%		70.2%	75.2%
10 th grade	26.5%	30.0%		71.3%	77.5%	29.5%	62.5%		62.2%	69.5%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	7.2%	10.3%	8.9%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=60%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=20%	
Inside Regular Class less than 40% of day	14.2%	>=5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	45.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	50.0%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=40%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	75.0%	63.0%
Acquisition and use of knowledge and skills	71.0%	62.5%	63.0%
Appropriate behaviors to meet needs	74.9%	75.0%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	50.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	25.0%	57.5%
Appropriate behaviors to meet needs	69.0%	62.5%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	5.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	52.5%	55.5%
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	83.5%	72.5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	83.3%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	93.7%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: City of Monroe School District
Total Public Population: >=8,860

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	14.3%
Gifted/Talented Students ^a	<5%	6.4%
Regular Education Students ^a	>=80%	79.3%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	35.2%	40.67%	67.2%	62.6%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	7.4%	18.6%	3.5%	5.8%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	16.5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	18.4%			
Dropped Out	28.0%	40.8%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	8.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	45.3%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	45.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	8.6%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	45.0%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	45.5%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	42.3%		79.0%	84.3%
Proficient LEAP 4 th grade Math	53.1%	59.6%		75.7%	79.8%
Proficient LEAP 8 th grade ELA	29.2%	18.5%		71.7%	54.2%
Proficient LEAP 8 th grade Math	34.3%	14.8%		65.0%	48.8%
Proficient GEE ELA	21.0%	25.0%		62.4%	58.2%
Proficient GEE Math	37.0%	66.7%		71.5%	72.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	36.5%	65.2%	72.4%	72.9%	40.0%	28.1%	68.4%	73.0%	80.4%	
4 th grade	45.6%	49.1%		73.4%	78.3%	41.1%	39.6%		76.8%	82.7%	
5 th grade	41.9%	52.3%		69.0%	69.9%	38.4%	53.5%		71.1%	70.4%	
6 th grade	38.0%	34.8%		72.0%	63.8%	33.6%	31.8%		73.0%	70.7%	
7 th grade	34.6%	32.6%		69.0%	63.5%	35.1%	36.0%		72.1%	66.0%	
8 th grade	26.6%	21.3%		63.4%	48.4%	30.3%	36.1%		70.2%	53.9%	
10 th grade	26.5%	25.3%		71.3%	70.6%	29.5%	51.8%		62.2%	56.9%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	13.7%	11.4%	9.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	80.0%	67.61%
Inside Regular Class 79-40% of day	21.0%	8.7%	
Inside Regular Class less than 40% of day	14.2%	10.3%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=10%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=30%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=10%
Separate Class	5.4%	>=5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	>=10%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	85.1%	63.0%
Acquisition and use of knowledge and skills	71.0%	76.4%	63.0%
Appropriate behaviors to meet needs	74.9%	87.8%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	78.7%	67.5%
Acquisition and use of knowledge and skills	56.2%	59.0%	57.5%
Appropriate behaviors to meet needs	69.0%	83.6%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	17.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	81.1%	55.5%
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	83.5%	90.6%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	82.6%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: City of Bogalusa School District
Total Public Population: >=2,190

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	20.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=70%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	29.6%	40.67%	67.2%	65.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	3.6%	18.6%	3.5%	4.0%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=10%			
GED/Skills Options	13.2%	>=5%			
Certificate of Achievement	11.6%	>=5%			
Dropped Out	28.0%	>=50%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	75.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	73.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	57.7%		79.0%	75.8%
Proficient LEAP 4 th grade Math	53.1%	46.2%		75.7%	73.3%
Proficient LEAP 8 th grade ELA	29.2%	36.4%		71.7%	54.3%
Proficient LEAP 8 th grade Math	34.3%	22.7%		65.0%	35.1%
Proficient GEE ELA	21.0%	15.4%		62.4%	43.4%
Proficient GEE Math	37.0%	15.4%		71.5%	63.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	41.5%		72.4%	80.0%	40.0%	56.1%		73.0%	82.8%	
4 th grade	45.6%	48.1%		73.4%	69.8%	41.1%	48.1%		76.8%	73.6%	
5 th grade	41.9%	25.8%		69.0%	45.3%	38.4%	41.9%		71.1%	43.2%	
6 th grade	38.0%	39.0%		72.0%	58.8%	33.6%	39.0%		73.0%	63.7%	
7 th grade	34.6%	28.6%		69.0%	52.8%	35.1%	42.9%		72.1%	62.0%	
8 th grade	26.6%	18.2%		63.4%	34.4%	30.3%	30.3%		70.2%	55.6%	
10 th grade	26.5%	28.6%	71.3%	63.5%	29.5%	30.0%	62.2%	44.6%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	17.3%	10.3%	14.5%
Suspensions Out-of-School & Alternate Site	14.2%	14.0%	11.4%	11.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	77.0%	67.61%
Inside Regular Class 79-40% of day	21.0%	8.8%	
Inside Regular Class less than 40% of day	14.2%	14.0%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	7.1%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	61.9%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	9.5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	16.7%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	>95%	63.0%
Acquisition and use of knowledge and skills	71.0%	88.9%	63.0%
Appropriate behaviors to meet needs	74.9%	>95%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	87.0%	67.5%
Acquisition and use of knowledge and skills	56.2%	78.3%	57.5%
Appropriate behaviors to meet needs	69.0%	91.3%	74.0%
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	31.8%	32.5%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	60.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	80.0%	55.5%
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	83.5%	80.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	96.1%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSi) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Zachary Community School District
Total Public Population: >=5,090

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.4%
Gifted/Talented Students ^a	<5%	6.9%
Regular Education Students ^a	>=80%	84.7%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	28.6%	40.67%	67.2%	83.5%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	4.2%	18.6%	3.5%	1.4%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=30%			
GED/Skills Options	13.2%	>=20%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	>=5%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	22.1%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	71.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	22.1%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	71.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	81.5%		79.0%	95.0%
Proficient LEAP 4 th grade Math	53.1%	70.4%		75.7%	90.6%
Proficient LEAP 8 th grade ELA	29.2%	42.1%		71.7%	88.3%
Proficient LEAP 8 th grade Math	34.3%	52.6%		65.0%	79.5%
Proficient GEE ELA	21.0%	33.3%		62.4%	76.7%
Proficient GEE Math	37.0%	55.6%		71.5%	85.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	53.9%	65.2%	72.4%	88.3%	40.0%	51.3%	68.4%	73.0%	94.0%
4 th grade	45.6%	54.8%		73.4%	90.3%	41.1%	61.9%		76.8%	94.4%
5 th grade	41.9%	63.2%		69.0%	82.7%	38.4%	57.9%		71.1%	90.5%
6 th grade	38.0%	57.1%		72.0%	90.4%	33.6%	62.9%		73.0%	92.9%
7 th grade	34.6%	33.3%		69.0%	86.7%	35.1%	66.7%		72.1%	91.5%
8 th grade	26.6%	37.1%		63.4%	77.5%	30.3%	37.1%		70.2%	86.2%
10 th grade	26.5%	35.7%		71.3%	86.7%	29.5%	42.9%		62.2%	76.6%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	10.9%	10.3%	8.0%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	59.6%	67.61%
Inside Regular Class 79-40% of day	21.0%	18.6%	
Inside Regular Class less than 40% of day	14.2%	21.5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	18.5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	46.2%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	15.4%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	16.9%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	38.9%	63.0%
Acquisition and use of knowledge and skills	71.0%	63.6%	63.0%
Appropriate behaviors to meet needs	74.9%	59.1%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	54.8%	67.5%
Acquisition and use of knowledge and skills	56.2%	45.2%	57.5%
Appropriate behaviors to meet needs	69.0%	54.8%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	25.9%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	70.4%	55.5%
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	83.5%	70.4%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	90.9%	
Ages 6 to 21	94.5%	97.5%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: City of Baker School District
Total Public Population: >=1,850

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.6%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	69.2%	40.67%	67.2%	71.3%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	6.1%	18.6%	3.5%	6.3%

Exiting Special Education ^d	Special Ed.	
	State	Local
High School Diploma	21.2%	>=10%
GED/Skills Options	13.2%	>=5%
Certificate of Achievement	11.6%	>=20%
Dropped Out	28.0%	>=30%

Statewide Assessment (Initial Testers) ^e	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	12.2%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	53.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	33.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	12.0%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	54.4%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	32.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	14.3%		79.0%	51.1%
Proficient LEAP 4 th grade Math	53.1%	57.1%		75.7%	62.2%
Proficient LEAP 8 th grade ELA	29.2%	66.7%		71.7%	47.4%
Proficient LEAP 8 th grade Math	34.3%	33.3%		65.0%	33.7%
Proficient GEE ELA	21.0%	<5%		62.4%	38.5%
Proficient GEE Math	37.0%	<5%		71.5%	39.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	94.4%		>95%	>95%	>95%	94.4%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	50.0%	65.2%	72.4%	56.0%	40.0%	35.7%	68.4%	73.0%	52.8%
4 th grade	45.6%	51.7%		73.4%	58.3%	41.1%	17.2%		76.8%	52.2%
5 th grade	41.9%	40.0%		69.0%	40.0%	38.4%	30.0%		71.1%	51.8%
6 th grade	38.0%	10.5%		72.0%	30.5%	33.6%	31.6%		73.0%	37.4%
7 th grade	34.6%	16.7%		69.0%	31.6%	35.1%	27.8%		72.1%	39.8%
8 th grade	26.6%	30.8%		63.4%	33.3%	30.3%	46.2%		70.2%	46.9%
10 th grade	26.5%	<5%		71.3%	37.9%	29.5%	23.1%		62.2%	36.9%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	14.5%	10.3%	13.1%
Suspensions Out-of-School & Alternate Site	14.2%	9.2%	11.4%	7.3%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	48.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	24.6%	
Inside Regular Class less than 40% of day	14.2%	25.6%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=40%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=50%
Separate Class	5.4%	>=5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	>95%	63.0%
Acquisition and use of knowledge and skills	71.0%	>95%	63.0%
Appropriate behaviors to meet needs	74.9%	>95%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	<5%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	55.6%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	>95%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	92.9%	

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

Total Public Population is General Education public from February 1, 2010, SIS membership count.

^a February 1, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPS[®]) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Central Community School District
Total Public Population: >=4,010

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	7.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	>95%	40.67%	67.2%	85.2%
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	2.0%	18.6%	3.5%	2.8%
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=10%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	>=10%			
Dropped Out	28.0%	>=20%			
Statewide Assessment (Initial Testers) ^e				Regular Ed.	
	Special Ed.			State	Local
	State	Local			
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	10.6%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	24.2%			
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	64.4%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	9.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	26.0%			
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	63.4%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	41.7%		79.0%	92.1%
Proficient LEAP 4 th grade Math	53.1%	50.0%		75.7%	89.2%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	79.3%
Proficient LEAP 8 th grade Math	34.3%	28.6%		65.0%	72.5%
Proficient GEE ELA	21.0%	14.3%		62.4%	72.0%
Proficient GEE Math	37.0%	50.0%		71.5%	82.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	90.0%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	59.1%	65.2%	72.4%	85.7%	40.0%	77.3%	68.4%	73.0%	>95%	
4 th grade	45.6%	50.0%		73.4%	88.5%	41.1%	35.0%		76.8%	93.2%	
5 th grade	41.9%	29.2%		69.0%	79.4%	38.4%	29.2%		71.1%	84.9%	
6 th grade	38.0%	35.0%		72.0%	76.9%	33.6%	35.0%		73.0%	75.2%	
7 th grade	34.6%	21.4%		69.0%	76.5%	35.1%	42.9%		72.1%	74.7%	
8 th grade	26.6%	21.4%		63.4%	71.8%	30.3%	<5%		70.2%	78.8%	
10 th grade	26.5%	30.0%		71.3%	81.9%	29.5%	11.1%		62.2%	72.0%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	17.5%	11.4%	9.6%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	65.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	13.3%	
Inside Regular Class less than 40% of day	14.2%	20.9%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	68.3%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	7.3%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	19.5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=60%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	14.3%	63.0%
Acquisition and use of knowledge and skills	71.0%	42.9%	63.0%
Appropriate behaviors to meet needs	74.9%	28.6%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	14.3%	67.5%
Acquisition and use of knowledge and skills	56.2%	14.3%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	33.3%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	41.7%	55.5%
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	83.5%	75.0%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	83.3%	
Ages 6 to 21	94.5%	93.2%	

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Total Public Population is General Education public from February 1, 2010, SIS membership count.

^a February 1, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Special School District
Total Public Population: >=490

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	63.7%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=30%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	7.8%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	81.4%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	16.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	55.6%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	14.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	16.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	55.6%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	14.8%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	62.5%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	37.5%
Proficient GEE ELA	21.0%	<5%		62.4%	<5%
Proficient GEE Math	37.0%	<5%		71.5%	<5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	n/a	>95%	>95%	98.75%	>95%	n/a
4 th grade	>95%	<5%		>95%	n/a	>95%	<5%		>95%	n/a
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	66.7%	>95%	>95%		>95%	66.7%
7 th grade	>95%	>95%		>95%	88.9%	>95%	>95%		>95%	88.9%
8 th grade	>95%	91.3%		>95%	90.9%	>95%	91.3%		>95%	90.9%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	<5%	65.2%	72.4%	n/a	40.0%	<5%	68.4%	73.0%	n/a
4 th grade	45.6%	<5%		73.4%	n/a	41.1%	<5%		76.8%	n/a
5 th grade	41.9%	25.0%		69.0%	33.3%	38.4%	<5%		71.1%	33.3%
6 th grade	38.0%	33.3%		72.0%	66.7%	33.6%	33.3%		73.0%	66.7%
7 th grade	34.6%	25.0%		69.0%	11.1%	35.1%	25.0%		72.1%	33.3%
8 th grade	26.6%	<5%		63.4%	30.0%	30.3%	5.3%		70.2%	40.0%
10 th grade	26.5%	18.2%		71.3%	n/a	29.5%	18.2%		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	<5%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	20.5%	
Homebound/Hospital	<5%	13.8%	
Correctional Facilities	<5%	63.3%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	>=30%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	26.7%	47.0%
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		*	
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		**	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	<5%	55.5%
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	83.5%	<5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPS) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-UNO New Beginnings Schools Foundation
Total Public Population: >=1,570

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	6.6%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	>=50%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	16.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	29.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	54.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	16.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	30.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	53.2%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	37.5%		79.0%	78.9%
Proficient LEAP 4 th grade Math	53.1%	25.0%		75.7%	66.7%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	46.2%
Proficient LEAP 8 th grade Math	34.3%	40.0%		65.0%	39.6%
Proficient GEE ELA	21.0%	50.0%		62.4%	54.7%
Proficient GEE Math	37.0%	>95%		71.5%	69.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	12.5%		72.4%	47.1%	40.0%	25.0%		73.0%	47.9%	
4 th grade	45.6%	30.8%		73.4%	66.2%	41.1%	46.2%		76.8%	77.7%	
5 th grade	41.9%	33.3%		69.0%	40.0%	38.4%	33.3%		71.1%	41.9%	
6 th grade	38.0%	14.3%		72.0%	47.0%	33.6%	14.3%		73.0%	41.7%	
7 th grade	34.6%	40.0%		69.0%	47.6%	35.1%	20.0%		72.1%	51.4%	
8 th grade	26.6%	22.2%		63.4%	38.3%	30.3%	<5%		70.2%	45.7%	
10 th grade	26.5%	12.5%	71.3%	70.2%	29.5%	25.0%	62.2%	54.1%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	5.5%	10.3%	11.1%
Suspensions Out-of-School & Alternate Site	14.2%	20.2%	11.4%	19.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=80%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=5%	
Inside Regular Class less than 40% of day	14.2%	>=5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=20%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=40%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	>=40%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	75.0%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	>95%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: LA Schools for the Deaf and the Visually Impaired
Total Public Population: >=210

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	>95%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	<5%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=50%			
GED/Skills Options	13.2%	>=20%			
Certificate of Achievement	11.6%	>=20%			
Dropped Out	28.0%	>=5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	18.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	41.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	39.8%		>95%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	17.8%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	46.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	35.6%		>95%	n/a
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	50.0%		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	n/a
Proficient GEE ELA	21.0%	33.3%		62.4%	n/a
Proficient GEE Math	37.0%	28.6%		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	n/a	>95%	>95%	98.75%	>95%	n/a
4 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
5 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
6 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
7 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
8 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
10 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	27.3%	65.2%	72.4%	n/a	40.0%	18.2%	68.4%	73.0%	n/a
4 th grade	45.6%	19.1%		73.4%	n/a	41.1%	9.5%		76.8%	n/a
5 th grade	41.9%	28.6%		69.0%	n/a	38.4%	21.4%		71.1%	n/a
6 th grade	38.0%	16.7%		72.0%	n/a	33.6%	8.3%		73.0%	n/a
7 th grade	34.6%	21.4%		69.0%	n/a	35.1%	21.4%		72.1%	n/a
8 th grade	26.6%	7.1%		63.4%	n/a	30.3%	14.3%		70.2%	n/a
10 th grade	26.5%	11.1%		71.3%	n/a	29.5%	31.3%		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	15.6%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	n/a	n/a
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	<5%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	>95%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	>95%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=20%
Separate Class	5.4%	>=10%
Separate School	<5%	>=60%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	>=10%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>=70%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	26.5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	55.9%	55.5%
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	83.5%	82.4%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	9.3%	
Students Ages 3-21 Received ESYS	91.6%	93.3%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	87.5%	
Ages 6 to 21	94.5%	90.0%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Louisiana Special Education Center
Total Public Population: >=30

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	94.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=5%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	>=90%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	9.1%		>95%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	>=90%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	9.1%		>95%	n/a
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
6 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
7 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
8 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
10 th grade	>95%	>95%		>95%	n/a	>95%	>95%		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	<5%		69.0%	n/a	38.4%	<5%		71.1%	n/a
6 th grade	38.0%	<5%		72.0%	n/a	33.6%	<5%		73.0%	n/a
7 th grade	34.6%	33.3%		69.0%	n/a	35.1%	33.3%		72.1%	n/a
8 th grade	26.6%	<5%		63.4%	n/a	30.3%	<5%		70.2%	n/a
10 th grade	26.5%	<5%		71.3%	n/a	29.5%	<5%		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	n/a
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	n/a
Expulsions In-School	<5%	<5%	<5%	n/a
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	n/a

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	<5%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	>=5%	
Residential Facility	<5%	>=90%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	>95%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	>95%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>95%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	*	47.0%
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		**	
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		**	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	<5%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: New Vision Learning Academy
Total Public Population: >=360

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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	State	Local
Students with Disabilities ^a	11.4%	6.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	75.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	75.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	93.8%
Proficient LEAP 4 th grade Math	53.1%	>95%		75.7%	87.5%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a	
4 th grade	45.6%	66.7%		73.4%	87.9%	41.1%	66.7%		76.8%	93.9%	
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a	
6 th grade	38.0%	>95%		72.0%	66.7%	33.6%	>95%		73.0%	87.9%	
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a	
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	5.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=90%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: V. B. Glencoe Charter School
Total Public Population: >=360

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	7.6%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	93.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	93.3%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	16.7%		79.0%	93.1%
Proficient LEAP 4 th grade Math	53.1%	33.3%		75.7%	89.7%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	>95%
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	94.3%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	20.0%	65.2%	72.4%	91.9%	40.0%	20.0%	68.4%	73.0%	86.5%	
4 th grade	45.6%	40.0%		73.4%	86.2%	41.1%	20.0%		76.8%	89.7%	
5 th grade	41.9%	50.0%		69.0%	83.7%	38.4%	50.0%		71.1%	83.7%	
6 th grade	38.0%	<5%		72.0%	73.8%	33.6%	<5%		73.0%	76.2%	
7 th grade	34.6%	>95%		69.0%	87.8%	35.1%	<5%		72.1%	>95%	
8 th grade	26.6%	<5%		63.4%	91.7%	30.3%	<5%		70.2%	>95%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=80%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=10%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	<5%	63.0%
Acquisition and use of knowledge and skills	71.0%	<5%	63.0%
Appropriate behaviors to meet needs	74.9%	<5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	<5%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

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^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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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.
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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.**

PERFORMANCE PROFILE

School System: International School of Louisiana
Total Public Population: >=510

School Year: 2010-2011

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence 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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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	<5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>95%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	>95%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	>95%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	90.3%
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	>95%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	95.0%
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	85.0%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	>95%	65.2%	72.4%	86.9%	40.0%	>95%	68.4%	73.0%	82.1%
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	>95%		69.0%	89.2%	38.4%	>95%		71.1%	89.2%
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	>95%		69.0%	90.6%	35.1%	>95%		72.1%	93.8%
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>95%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	n/a	
Students Ages 3-21 Received ESYS	91.6%	n/a	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Avoyelles Public Charter School
Total Public Population: >=680

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	<5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>95%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	80.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	80.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	66.7%		79.0%	>95%
Proficient LEAP 4 th grade Math	53.1%	>95%		75.7%	93.9%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	91.5%
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	>95%
Proficient GEE ELA	21.0%	n/a		62.4%	75.0%
Proficient GEE Math	37.0%	n/a		71.5%	86.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	n/a	>95%	n/a	>95%	n/a	>95%	n/a		
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	66.7%	65.2%	72.4%	73.1%	40.0%	66.7%	68.4%	73.0%	84.6%
4 th grade	45.6%	>95%		73.4%	92.2%	41.1%	66.7%		76.8%	>95%
5 th grade	41.9%	<5%		69.0%	87.3%	38.4%	<5%		71.1%	76.4%
6 th grade	38.0%	66.7%		72.0%	69.8%	33.6%	33.3%		73.0%	73.6%
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	>95%		63.4%	>95%	30.3%	>95%		70.2%	91.7%
10 th grade	26.5%	n/a	71.3%	n/a	29.5%	n/a	62.2%	n/a		

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	5.9%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=80%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=20%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	*	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	n/a	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Delhi Charter School
Total Public Population: >=620

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	5.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	68.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	62.5%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	84.8%
Proficient LEAP 4 th grade Math	53.1%	50.0%		75.7%	67.4%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	87.0%
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	80.4%
Proficient GEE ELA	21.0%	<5%		62.4%	66.7%
Proficient GEE Math	37.0%	n/a		71.5%	75.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	20.0%	65.2%	72.4%	65.1%	40.0%	40.0%	68.4%	73.0%	65.1%	
4 th grade	45.6%	50.0%		73.4%	63.3%	41.1%	50.0%		76.8%	81.6%	
5 th grade	41.9%	33.3%		69.0%	64.6%	38.4%	33.3%		71.1%	70.8%	
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a	
7 th grade	34.6%	<5%		69.0%	58.0%	35.1%	<5%		72.1%	58.0%	
8 th grade	26.6%	<5%		63.4%	76.6%	30.3%	<5%		70.2%	83.0%	
10 th grade	26.5%	<5%		71.3%	75.0%	29.5%	<5%		62.2%	65.9%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	5.0%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=80%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=20%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	*	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	>95%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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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 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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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.
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.**

PERFORMANCE PROFILE

School System: Belle Chasse Academy, Inc.
Total Public Population: >=910

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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	State	Local
Students with Disabilities ^a	11.4%	7.6%
Gifted/Talented Students ^a	<5%	5.4%
Regular Education Students ^a	>=80%	86.9%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=10%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	83.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=10%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	83.0%		>95%	>95%
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Proficient LEAP 4 th grade Math	53.1%	75.0%		75.7%	92.4%
Proficient LEAP 8 th grade ELA	29.2%	33.3%		71.7%	88.2%
Proficient LEAP 8 th grade Math	34.3%	66.7%		65.0%	77.6%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	50.0%	65.2%	72.4%	81.5%	40.0%	37.5%	68.4%	73.0%	88.9%	
4 th grade	45.6%	64.3%		73.4%	92.6%	41.1%	78.6%		76.8%	93.8%	
5 th grade	41.9%	25.0%		69.0%	66.3%	38.4%	50.0%		71.1%	83.1%	
6 th grade	38.0%	33.3%		72.0%	67.0%	33.6%	33.3%		73.0%	84.0%	
7 th grade	34.6%	40.0%		69.0%	77.2%	35.1%	50.0%		72.1%	94.6%	
8 th grade	26.6%	50.0%		63.4%	76.7%	30.3%	37.5%		70.2%	89.0%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	5.1%	11.4%	6.3%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=70%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=10%	
Inside Regular Class less than 40% of day	14.2%	>=5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Milestone SABIS Academy of New Orleans
Total Public Population: >=430

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	6.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=10%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	88.2%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	94.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	67.3%
Proficient LEAP 4 th grade Math	53.1%	40.0%		75.7%	49.1%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	86.2%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	75.9%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	60.0%	65.2%	72.4%	49.0%	40.0%	40.0%	68.4%	73.0%	47.1%
4 th grade	45.6%	57.1%		73.4%	44.1%	41.1%	28.6%		76.8%	67.8%
5 th grade	41.9%	<5%		69.0%	66.7%	38.4%	<5%		71.1%	41.7%
6 th grade	38.0%	<5%		72.0%	76.0%	33.6%	33.3%		73.0%	76.0%
7 th grade	34.6%	<5%		69.0%	55.3%	35.1%	<5%		72.1%	74.5%
8 th grade	26.6%	50.0%		63.4%	72.0%	30.3%	50.0%		70.2%	88.0%
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	9.7%
Suspensions Out-of-School & Alternate Site	14.2%	5.4%	11.4%	10.9%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=70%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=20%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=50%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	>=50%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>=50%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	11.5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: The MAX Charter School
Total Public Population: >=100

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	23.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=70%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	>95%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	>95%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	66.7%		79.0%	50.0%
Proficient LEAP 4 th grade Math	53.1%	33.3%		75.7%	50.0%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	66.7%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	66.7%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	40.0%	65.2%	72.4%	73.3%	40.0%	20.0%	68.4%	73.0%	33.3%	
4 th grade	45.6%	20.0%		73.4%	50.0%	41.1%	60.0%		76.8%	50.0%	
5 th grade	41.9%	20.0%		69.0%	40.0%	38.4%	20.0%		71.1%	50.0%	
6 th grade	38.0%	20.0%		72.0%	40.0%	33.6%	20.0%		73.0%	33.3%	
7 th grade	34.6%	>95%		69.0%	57.1%	35.1%	50.0%		72.1%	57.1%	
8 th grade	26.6%	<5%		63.4%	66.7%	30.3%	50.0%		70.2%	66.7%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	n/a	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	<1%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: D'Arbonne Woods Charter School
Total Public Population: >=300

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	15.1%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	79.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=20%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	79.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	<5%		79.0%	73.7%
Proficient LEAP 4 th grade Math	53.1%	<5%		75.7%	65.8%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
10 th grade	>95%	n/a	>95%	n/a	>95%	n/a	>95%	n/a	n/a		
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	<5%	65.2%	72.4%	55.9%	40.0%	25.0%	68.4%	73.0%	55.9%	
4 th grade	45.6%	20.0%		73.4%	65.9%	41.1%	<5%		76.8%	75.6%	
5 th grade	41.9%	28.6%		69.0%	63.9%	38.4%	42.9%		71.1%	75.0%	
6 th grade	38.0%	<5%		72.0%	69.7%	33.6%	<5%		73.0%	78.8%	
7 th grade	34.6%	<5%		69.0%	79.0%	35.1%	<5%		72.1%	89.5%	
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a	
10 th grade	26.5%	n/a	71.3%	n/a	29.5%	n/a	62.2%	n/a			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	10.9%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	10.9%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=90%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	14.3%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: School For A New Millennium, Inc.
Total Public Population: >=70

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	17.7%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	n/a			
GED/Skills Options	13.2%	n/a			
Certificate of Achievement	11.6%	n/a			
Dropped Out	28.0%	n/a			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	57.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	57.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	>95%		71.7%	68.8%
Proficient LEAP 8 th grade Math	34.3%	>95%		65.0%	56.3%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	n/a	>95%	n/a	>95%	n/a	>95%	n/a	>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	33.3%		72.0%	75.9%	33.6%	44.4%		73.0%	79.3%
7 th grade	34.6%	66.7%		69.0%	72.2%	35.1%	66.7%		72.1%	66.7%
8 th grade	26.6%	>95%		63.4%	56.3%	30.3%	>95%		70.2%	68.8%
10 th grade	26.5%	n/a	71.3%	n/a	29.5%	n/a	62.2%	n/a		

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	14.3%	11.4%	28.4%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	25.0%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=70%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=5%	
Inside Regular Class less than 40% of day	14.2%	>=10%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	n/a	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Community School for Apprenticeship Learning, Inc.
Total Public Population: >=170

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	7.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	60.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=60%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	40.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	<5%		62.4%	37.3%
Proficient GEE Math	37.0%	<5%		71.5%	64.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	83.3%	>95%	>95%	>95%	83.3%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	16.7%	71.3%	63.6%	29.5%	33.3%	62.2%	36.4%		

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=60%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=30%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	18.2%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Voices for International Business & Education
Total Public Population: >=180

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	<5%
Gifted/Talented Students ^a	<5%	>=5%
Regular Education Students ^a	>=80%	85.4%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	75.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	75.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	33.3%		62.4%	41.4%
Proficient GEE Math	37.0%	33.3%		71.5%	44.4%

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

	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	75.0%		>95%	>95%	>95%	75.0%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	25.0%		71.3%	41.8%	29.5%	25.0%		62.2%	40.7%

Discipline Percents^f

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	9.1%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	54.5%	11.4%	33.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

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

	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	n/a	n/a
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		n/a

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

	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

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

	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	n/a	
Students Ages 3-21 Received ESYS	91.6%	n/a	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Lagniappe Academies of New Orleans
Total Public Population: >=50

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	<5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	93.2%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>95%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	<5%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>95%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	<5%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	<5%		69.0%	59.4%	38.4%	<5%		71.1%	34.4%
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	18.0%
Suspensions Out-of-School & Alternate Site	14.2%	25.0%	11.4%	36.1%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	n/a	n/a
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	n/a	
Students Ages 3-21 Received ESYS	91.6%	n/a	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSi) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Spirit of Excellence Academy
Total Public Population: >=360

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.2%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	34.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	34.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	31.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	34.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	34.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	31.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	>95%		79.0%	70.3%
Proficient LEAP 4 th grade Math	53.1%	>95%		75.7%	70.3%
Proficient LEAP 8 th grade ELA	29.2%	>95%		71.7%	55.6%
Proficient LEAP 8 th grade Math	34.3%	50.0%		65.0%	50.0%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	20.0%	65.2%	72.4%	36.6%	40.0%	20.0%	68.4%	73.0%	34.2%	
4 th grade	45.6%	28.6%		73.4%	68.9%	41.1%	14.3%		76.8%	71.1%	
5 th grade	41.9%	25.0%		69.0%	53.6%	38.4%	<5%		71.1%	60.7%	
6 th grade	38.0%	66.7%		72.0%	56.3%	33.6%	66.7%		73.0%	18.8%	
7 th grade	34.6%	40.0%		69.0%	66.7%	35.1%	20.0%		72.1%	44.4%	
8 th grade	26.6%	16.7%		63.4%	50.0%	30.3%	33.3%		70.2%	55.6%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	18.4%	11.4%	13.8%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	n/a	n/a
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=80%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=10%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	n/a	
Students Ages 3-21 Received ESYS	91.6%	n/a	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Morris Jeff Community School
Total Public Population: >=130

School Year: 2010-2011

Louisiana’s six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence 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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	State	Local
Students with Disabilities ^a	11.4%	6.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	n/a		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	n/a		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	n/a		>95%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	n/a		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	n/a		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	n/a		>95%	n/a
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	n/a	n/a
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=20%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=50%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=10%
Separate Class	5.4%	>=10%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	>=10%

	Special Ed.		2010-11 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	69.6%	<5%	63.0%
Acquisition and use of knowledge and skills	71.0%	<5%	63.0%
Appropriate behaviors to meet needs	74.9%	<5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	<5%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	n/a	
Students Ages 3-21 Received ESYS	91.6%	n/a	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-ReNEW-Reinventing Education, Inc.
Total Public Population: >=1,180

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	12.7%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	50.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	50.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	16.7%		79.0%	39.3%
Proficient LEAP 4 th grade Math	53.1%	33.3%		75.7%	41.4%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	32.7%
Proficient LEAP 8 th grade Math	34.3%	16.7%		65.0%	33.7%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	29.4%	65.2%	72.4%	45.5%	40.0%	11.8%	68.4%	73.0%	35.5%	
4 th grade	45.6%	39.1%		73.4%	40.3%	41.1%	17.4%		76.8%	37.6%	
5 th grade	41.9%	31.3%		69.0%	49.5%	38.4%	17.7%		71.1%	43.1%	
6 th grade	38.0%	50.0%		72.0%	73.6%	33.6%	20.0%		73.0%	55.2%	
7 th grade	34.6%	43.8%		69.0%	55.4%	35.1%	50.0%		72.1%	55.4%	
8 th grade	26.6%	13.6%		63.4%	29.8%	30.3%	9.1%		70.2%	30.7%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	11.8%	10.3%	9.7%
Suspensions Out-of-School & Alternate Site	14.2%	32.0%	11.4%	22.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	n/a	n/a
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		n/a

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	79.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	17.9%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=40%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=40%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=20%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=40%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	60.0%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	92.6%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	n/a	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	62.5%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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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.
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.**

PERFORMANCE PROFILE

School System: RSD-Shreveport Charter School, Inc.
Total Public Population: >=440

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR

	Special Ed.	
	State	Local
Exiting Special Education ^d		
High School Diploma	21.2%	<5%
GED/Skills Options	13.2%	<5%
Certificate of Achievement	11.6%	<5%
Dropped Out	28.0%	<5%

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Statewide Assessment (Initial Testers) ^e					
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	65.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	65.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	40.2%
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	41.1%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	17.4%		72.0%	34.2%	33.6%	13.0%		73.0%	26.8%
7 th grade	34.6%	<5%		69.0%	41.3%	35.1%	<5%		72.1%	39.9%
8 th grade	26.6%	<5%		63.4%	40.7%	30.3%	11.1%		70.2%	38.9%
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	46.3%	10.3%	30.9%
Suspensions Out-of-School & Alternate Site	14.2%	37.0%	11.4%	33.6%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=40%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=20%	
Inside Regular Class less than 40% of day	14.2%	>=30%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	11.9%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Crestworth Learning Academy, Inc.
Total Public Population: >=420

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	14.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	53.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	53.9%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	21.4%		71.7%	41.0%
Proficient LEAP 8 th grade Math	34.3%	50.0%		65.0%	34.6%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	91.7%		>95%	>95%	>95%	91.7%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	n/a	>95%	n/a	>95%	n/a	>95%	n/a		
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	8.3%		72.0%	47.4%	33.6%	8.3%		73.0%	28.4%
7 th grade	34.6%	<5%		69.0%	37.2%	35.1%	13.6%		72.1%	39.4%
8 th grade	26.6%	30.4%		63.4%	31.9%	30.3%	13.0%		70.2%	37.0%
10 th grade	26.5%	n/a	71.3%	n/a	29.5%	n/a	62.2%	n/a		

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	21.7%	10.3%	19.8%
Suspensions Out-of-School & Alternate Site	14.2%	36.2%	11.4%	45.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=60%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=5%	
Inside Regular Class less than 40% of day	14.2%	>=20%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Arise Academy
Total Public Population: >=240

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	7.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	>95%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	>95%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
3 rd grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	n/a	>95%	n/a	>95%	n/a	>95%	n/a		
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	40.0%	65.2%	72.4%	54.3%	40.0%	40.0%	68.4%	73.0%	48.6%
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	7.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=90%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=5%	
Inside Regular Class less than 40% of day	14.2%	>=5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	90.0%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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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** Counts too small (less than 10) to evaluate disproportionality.

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 - a. **Enrolled in higher education within one year of leaving high school**
 - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
 - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**

PERFORMANCE PROFILE

School System: RSD-Success Preparatory Academy
Total Public Population: >=330

School Year: 2010-2011

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence 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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	State	Local
Students with Disabilities ^a	11.4%	7.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
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	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	14.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	50.0%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	35.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	14.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	35.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	50.0%		>95%	>95%
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Proficient LEAP 4 th grade Math	53.1%	<5%		75.7%	53.6%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	50.0%	65.2%	72.4%	37.9%	40.0%	50.0%	68.4%	73.0%	34.5%	
4 th grade	45.6%	<5%		73.4%	52.0%	41.1%	<5%		76.8%	52.0%	
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a	
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a	
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a	
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	30.3%	11.4%	24.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	90.9%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Benjamin E. Mays Preparatory School
Total Public Population: >=190

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.2%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	>95%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	>95%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	20.0%	65.2%	72.4%	36.6%	40.0%	40.0%	68.4%	73.0%	31.7%
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	12.5%	10.3%	7.7%
Suspensions Out-of-School & Alternate Site	14.2%	37.5%	11.4%	22.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	>95%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	>95%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Pride College Preparatory Academy
Total Public Population: >=200

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	9.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	>95%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	>95%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
3 rd grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	n/a	>95%	n/a	>95%	n/a	>95%	n/a		
Proficiency rate (all assessment types – full academic year only)	43.9%	40.0%	65.2%	72.4%	52.6%	40.0%	40.0%	68.4%	73.0%	55.3%
3 rd grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
4 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
5 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
6 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
7 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
8 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	31.8%	11.4%	15.4%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=10%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=80%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	7.1%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-ADVANCE Baton Rouge
Total Public Population: >=1,590

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	12.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	>=10%			
Dropped Out	28.0%	>=40%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	49.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	50.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	<5%		79.0%	33.0%
Proficient LEAP 4 th grade Math	53.1%	14.3%		75.7%	23.0%
Proficient LEAP 8 th grade ELA	29.2%	9.1%		71.7%	41.0%
Proficient LEAP 8 th grade Math	34.3%	23.8%		65.0%	28.3%
Proficient GEE ELA	21.0%	<5%		62.4%	30.6%
Proficient GEE Math	37.0%	<5%		71.5%	33.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	82.1%		>95%	>95%	>95%	82.1%		>95%	>95%	>95%
8 th grade	>95%	92.6%		>95%	>95%	>95%	90.9%		>95%	>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	<5%	65.2%	72.4%	37.0%	40.0%	<5%	68.4%	73.0%	32.0%	
4 th grade	45.6%	14.3%		73.4%	23.9%	41.1%	<5%		76.8%	31.0%	
5 th grade	41.9%	<5%		69.0%	31.8%	38.4%	27.3%		71.1%	27.0%	
6 th grade	38.0%	28.0%		72.0%	33.8%	33.6%	24.0%		73.0%	36.1%	
7 th grade	34.6%	15.4%		69.0%	32.9%	35.1%	23.1%		72.1%	32.1%	
8 th grade	26.6%	17.0%		63.4%	25.0%	30.3%	11.1%		70.2%	38.0%	
10 th grade	26.5%	6.3%		71.3%	34.0%	29.5%	25.0%	62.2%	31.3%		

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	34.2%	11.4%	32.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	7.7%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	49.8%	67.61%
Inside Regular Class 79-40% of day	21.0%	17.8%	
Inside Regular Class less than 40% of day	14.2%	31.9%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=50%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	>=50%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=50%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	45.5%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	75.0%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	20.0%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	>95%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	93.8%	

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

Total Public Population is General Education public from February 1, 2010, SIS membership count.

^a February 1, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSi) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-100 Black Men Capitol Charter Initiative
Total Public Population: >=280

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.9%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>95%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	66.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=50%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	50.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	>95%		62.4%	32.5%
Proficient GEE Math	37.0%	50.0%		71.5%	42.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	50.0%		71.3%	43.6%	29.5%	66.7%		62.2%	32.5%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	34.3%	10.3%	51.0%
Suspensions Out-of-School & Alternate Site	14.2%	17.1%	11.4%	34.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	90.9%	67.61%
Inside Regular Class 79-40% of day	21.0%	6.1%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	n/a	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	87.5%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	6.5%	
Students Ages 3-21 Received ESYS	91.6%	33.3%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Advocacy for the Arts & Tech in N.O., Inc.
Total Public Population: >=220

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	<5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	93.3%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	>95%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	>95%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	<5%		79.0%	72.7%
Proficient LEAP 4 th grade Math	53.1%	<5%		75.7%	45.5%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	<5%	65.2%	72.4%	47.6%	40.0%	<5%	68.4%	73.0%	61.9%	
4 th grade	45.6%	<5%		73.4%	45.5%	41.1%	<5%		76.8%	72.7%	
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a	
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a	
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a	
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	<5%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=20%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=70%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	60.0%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Intercultural Charter School Board, Inc.
Total Public Population: >=360

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	7.7%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	61.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	63.2%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	66.7%		79.0%	72.1%
Proficient LEAP 4 th grade Math	53.1%	33.3%		75.7%	67.4%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	80.0%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	20.0%	65.2%	72.4%	66.7%	40.0%	20.0%	68.4%	73.0%	64.4%
4 th grade	45.6%	12.5%		73.4%	62.8%	41.1%	37.5%		76.8%	62.8%
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	25.0%		72.0%	52.4%	33.6%	<5%		73.0%	45.2%
7 th grade	34.6%	<5%		69.0%	56.5%	35.1%	<5%		72.1%	43.5%
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	25.0%	10.3%	5.3%
Suspensions Out-of-School & Alternate Site	14.2%	22.2%	11.4%	18.9%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	89.7%	67.61%
Inside Regular Class 79-40% of day	21.0%	6.9%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>95%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>95%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	88.9%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	5.0%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Akili Academy of New Orleans
Total Public Population: >=210

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	7.4%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	>95%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	<5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	>95%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
3 rd grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	n/a	>95%	n/a	>95%	n/a	>95%	n/a		
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	66.7%	65.2%	72.4%	94.4%	40.0%	33.3%	68.4%	73.0%	>95%
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	18.2%	11.4%	6.4%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=90%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-New Orleans Charter Science & Math Academy
Total Public Population: >=240

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	14.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	>=20%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	8.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	58.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	25.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	8.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	58.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	25.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	33.3%		62.4%	81.6%
Proficient GEE Math	37.0%	66.7%		71.5%	85.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	18.2%		71.3%	85.4%	29.5%	36.4%		62.2%	81.3%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	37.2%	11.4%	38.3%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	91.4%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	5.7%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSi) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Sojourner Truth Academy, Inc.
Total Public Population: >=240

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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	State	Local
Students with Disabilities ^a	11.4%	10.8%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	15.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	38.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	46.2%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	15.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	38.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	46.2%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	n/a
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	n/a
Proficient GEE ELA	21.0%	<5%		62.4%	22.9%
Proficient GEE Math	37.0%	16.7%		71.5%	34.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
7 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
8 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	n/a		72.0%	n/a	33.6%	n/a		73.0%	n/a
7 th grade	34.6%	n/a		69.0%	n/a	35.1%	n/a		72.1%	n/a
8 th grade	26.6%	n/a		63.4%	n/a	30.3%	n/a		70.2%	n/a
10 th grade	26.5%	15.4%		71.3%	35.3%	29.5%	7.7%		62.2%	22.7%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	33.3%	11.4%	43.9%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	15.8%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=70%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=20%	
Inside Regular Class less than 40% of day	14.2%	>=5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	n/a	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	>95%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	>95%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	36.8%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Miller-McCoy Academy for Math and Business
Total Public Population: >=520

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	9.2%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=50%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	44.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=50%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	44.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	33.3%		71.7%	55.7%
Proficient LEAP 8 th grade Math	34.3%	<5%		65.0%	62.9%
Proficient GEE ELA	21.0%	<5%		62.4%	34.6%
Proficient GEE Math	37.0%	<5%		71.5%	40.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	50.0%		69.0%	39.3%	38.4%	50.0%		71.1%	25.0%
6 th grade	38.0%	20.0%		72.0%	63.6%	33.6%	10.0%		73.0%	55.8%
7 th grade	34.6%	33.3%		69.0%	59.5%	35.1%	33.3%		72.1%	50.0%
8 th grade	26.6%	25.0%		63.4%	62.9%	30.3%	25.0%		70.2%	55.7%
10 th grade	26.5%	40.0%		71.3%	38.9%	29.5%	40.0%		62.2%	34.0%

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	5.6%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	16.7%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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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.
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.**

PERFORMANCE PROFILE

School System: RSD-New Orleans College Preparatory Academies
Total Public Population: >=600

School Year: 2010-2011

Louisiana’s six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence 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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A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	>95%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	12.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	21.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	66.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	12.1%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	21.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	66.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	20.0%		71.7%	45.2%
Proficient LEAP 8 th grade Math	34.3%	40.0%		65.0%	48.0%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	n/a	>95%	n/a	>95%	n/a	>95%	n/a		
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	9.1%	65.2%	72.4%	66.7%	40.0%	9.1%	68.4%	73.0%	48.9%
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	14.3%		72.0%	40.3%	33.6%	14.3%		73.0%	43.3%
7 th grade	34.6%	12.5%		69.0%	41.2%	35.1%	<5%		72.1%	35.3%
8 th grade	26.6%	33.3%		63.4%	42.2%	30.3%	33.3%		70.2%	40.0%
10 th grade	26.5%	n/a	71.3%	n/a	29.5%	n/a	62.2%	n/a		

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	48.1%	11.4%	63.6%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=70%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=10%	
Inside Regular Class less than 40% of day	14.2%	>=10%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=50%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=50%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=50%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	30.0%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	<5%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	<5%	55.5%
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	83.5%	<5%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	89.4%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-NOLA 180
Total Public Population: >=590

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	8.2%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	6.7%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	46.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	46.7%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	6.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	45.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	48.4%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	59.1%
Proficient LEAP 4 th grade Math	53.1%	50.0%		75.7%	59.1%
Proficient LEAP 8 th grade ELA	29.2%	<5%		71.7%	61.4%
Proficient LEAP 8 th grade Math	34.3%	50.0%		65.0%	64.9%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	<5%	65.2%	72.4%	63.8%	40.0%	<5%	68.4%	73.0%	68.1%	
4 th grade	45.6%	14.3%		73.4%	56.4%	41.1%	14.3%		76.8%	53.9%	
5 th grade	41.9%	14.3%		69.0%	39.6%	38.4%	14.3%		71.1%	35.9%	
6 th grade	38.0%	50.0%		72.0%	48.2%	33.6%	66.7%		73.0%	55.4%	
7 th grade	34.6%	42.9%		69.0%	62.5%	35.1%	28.6%		72.1%	54.2%	
8 th grade	26.6%	20.0%		63.4%	63.8%	30.3%	20.0%		70.2%	60.3%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	20.8%	10.3%	10.3%
Suspensions Out-of-School & Alternate Site	14.2%	39.6%	11.4%	22.2%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	63.8%	67.61%
Inside Regular Class 79-40% of day	21.0%	31.9%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Broadmoor Charter School Board
Total Public Population: >=550

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	11.2%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR

Exiting Special Education ^d	Special Ed.	
	State	Local
High School Diploma	21.2%	<5%
GED/Skills Options	13.2%	<5%
Certificate of Achievement	11.6%	<5%
Dropped Out	28.0%	<5%

Statewide Assessment (Initial Testers) ^e	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	26.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	68.4%	>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	26.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	68.4%	>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	25.0%	79.0%	53.2%
Proficient LEAP 4 th grade Math	53.1%	37.5%	75.7%	58.1%
Proficient LEAP 8 th grade ELA	29.2%	n/a	71.7%	95.0%
Proficient LEAP 8 th grade Math	34.3%	n/a	65.0%	70.0%
Proficient GEE ELA	21.0%	n/a	62.4%	n/a
Proficient GEE Math	37.0%	n/a	71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	33.3%	65.2%	72.4%	39.7%	40.0%	33.3%	68.4%	73.0%	51.5%
4 th grade	45.6%	21.1%		73.4%	57.3%	41.1%	21.1%		76.8%	56.0%
5 th grade	41.9%	<5%		69.0%	45.3%	38.4%	<5%		71.1%	45.3%
6 th grade	38.0%	20.0%		72.0%	42.0%	33.6%	60.0%		73.0%	72.0%
7 th grade	34.6%	<5%		69.0%	44.4%	35.1%	60.0%		72.1%	77.8%
8 th grade	26.6%	>95%		63.4%	68.4%	30.3%	>95%		70.2%	94.7%
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	16.2%	11.4%	10.7%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=10%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=80%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=10%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	84.6%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	16.0%	
Students Ages 3-21 Received ESYS	91.6%	50.0%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	40.0%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

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^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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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.
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.**

PERFORMANCE PROFILE

School System: RSD-Pelican Educational Foundation
Total Public Population: >=960

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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	State	Local
Students with Disabilities ^a	11.4%	8.5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR

Exiting Special Education ^d	Special Ed.	
	State	Local
High School Diploma	21.2%	>=20%
GED/Skills Options	13.2%	>=10%
Certificate of Achievement	11.6%	<5%
Dropped Out	28.0%	>=10%

Statewide Assessment (Initial Testers) ^e	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	40.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	54.6%	>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	40.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	54.6%	>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	>95%	79.0%	51.9%
Proficient LEAP 4 th grade Math	53.1%	<5%	75.7%	50.0%
Proficient LEAP 8 th grade ELA	29.2%	14.3%	71.7%	49.7%
Proficient LEAP 8 th grade Math	34.3%	42.9%	65.0%	40.7%
Proficient GEE ELA	21.0%	<5%	62.4%	58.1%
Proficient GEE Math	37.0%	>95%	71.5%	64.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	50.0%		72.4%	62.5%	40.0%	50.0%		73.0%	55.4%	
4 th grade	45.6%	33.3%		73.4%	54.1%	41.1%	33.3%		76.8%	49.2%	
5 th grade	41.9%	<5%		69.0%	79.4%	38.4%	<5%		71.1%	61.8%	
6 th grade	38.0%	38.5%		72.0%	56.6%	33.6%	23.1%		73.0%	51.5%	
7 th grade	34.6%	40.0%		69.0%	58.8%	35.1%	40.0%		72.1%	55.3%	
8 th grade	26.6%	33.3%		63.4%	40.1%	30.3%	20.0%		70.2%	49.3%	
10 th grade	26.5%	>95%	71.3%	64.5%	29.5%	<5%	62.2%	58.1%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	12.0%	11.4%	15.9%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	6.7%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	68.1%	67.61%
Inside Regular Class 79-40% of day	21.0%	15.4%	
Inside Regular Class less than 40% of day	14.2%	13.2%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Dryades YMCA
Total Public Population: >=630

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	9.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=50%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	41.5%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=50%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	41.5%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	<5%		79.0%	58.5%
Proficient LEAP 4 th grade Math	53.1%	50.0%		75.7%	61.5%
Proficient LEAP 8 th grade ELA	29.2%	33.3%		71.7%	73.1%
Proficient LEAP 8 th grade Math	34.3%	>95%		65.0%	57.7%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	25.0%	65.2%	72.4%	36.3%	40.0%	<5%	68.4%	73.0%	37.5%	
4 th grade	45.6%	22.2%		73.4%	58.9%	41.1%	22.2%		76.8%	57.5%	
5 th grade	41.9%	<5%		69.0%	33.9%	38.4%	16.7%		71.1%	38.7%	
6 th grade	38.0%	14.3%		72.0%	57.1%	33.6%	<5%		73.0%	46.9%	
7 th grade	34.6%	12.5%		69.0%	40.0%	35.1%	12.5%		72.1%	74.3%	
8 th grade	26.6%	88.9%		63.4%	57.7%	30.3%	66.7%		70.2%	73.1%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	33.8%	11.4%	27.1%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	18.8%	
Students Ages 3-21 Received ESYS	91.6%	83.3%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Friends of King
Total Public Population: >=740

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	5.6%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	59.1%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	59.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	>95%		79.0%	88.7%
Proficient LEAP 4 th grade Math	53.1%	>95%		75.7%	84.9%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	73.7%
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	92.1%
Proficient GEE ELA	21.0%	n/a		62.4%	59.5%
Proficient GEE Math	37.0%	n/a		71.5%	86.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	60.0%	65.2%	72.4%	67.7%	40.0%	60.0%	68.4%	73.0%	80.7%	
4 th grade	45.6%	>95%		73.4%	83.3%	41.1%	>95%		76.8%	87.0%	
5 th grade	41.9%	>95%		69.0%	63.6%	38.4%	>95%		71.1%	87.3%	
6 th grade	38.0%	<5%		72.0%	74.5%	33.6%	25.0%		73.0%	86.3%	
7 th grade	34.6%	75.0%		69.0%	71.4%	35.1%	>95%		72.1%	76.2%	
8 th grade	26.6%	75.0%		63.4%	92.1%	30.3%	75.0%		70.2%	73.7%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	10.0%	11.4%	<5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	43.5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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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.
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.**

PERFORMANCE PROFILE

School System: RSD-New Orleans Charter Schools Foundation
Total Public Population: >=400

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	7.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=90%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	15.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	79.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	15.8%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	79.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	70.0%
Proficient LEAP 4 th grade Math	53.1%	<5%		75.7%	62.5%
Proficient LEAP 8 th grade ELA	29.2%	>95%		71.7%	54.8%
Proficient LEAP 8 th grade Math	34.3%	>95%		65.0%	29.0%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	<5%	65.2%	72.4%	39.5%	40.0%	<5%	68.4%	73.0%	39.5%	
4 th grade	45.6%	<5%		73.4%	62.5%	41.1%	50.0%		76.8%	70.0%	
5 th grade	41.9%	42.9%		69.0%	46.0%	38.4%	57.1%		71.1%	43.2%	
6 th grade	38.0%	<5%		72.0%	44.7%	33.6%	<5%		73.0%	57.5%	
7 th grade	34.6%	<5%		69.0%	25.6%	35.1%	<5%		72.1%	30.2%	
8 th grade	26.6%	50.0%		63.4%	29.0%	30.3%	50.0%		70.2%	54.8%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	16.7%	11.4%	17.9%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>95%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	11.8%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSi) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Choice Foundation
Total Public Population: >=1,200

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	10.3%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	9.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	49.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	40.6%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	9.9%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	49.5%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	40.6%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	73.9%
Proficient LEAP 4 th grade Math	53.1%	50.0%		75.7%	74.6%
Proficient LEAP 8 th grade ELA	29.2%	>95%		71.7%	63.2%
Proficient LEAP 8 th grade Math	34.3%	>95%		65.0%	47.4%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	n/a
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	20.0%	65.2%	72.4%	79.8%	40.0%	70.0%	68.4%	73.0%	77.3%	
4 th grade	45.6%	50.0%		73.4%	71.8%	41.1%	53.9%		76.8%	74.1%	
5 th grade	41.9%	52.4%		69.0%	69.8%	38.4%	66.7%		71.1%	74.0%	
6 th grade	38.0%	11.1%		72.0%	60.0%	33.6%	27.8%		73.0%	52.8%	
7 th grade	34.6%	22.2%		69.0%	54.8%	35.1%	44.4%		72.1%	50.0%	
8 th grade	26.6%	<5%		63.4%	47.4%	30.3%	50.0%		70.2%	63.2%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	27.9%	11.4%	19.8%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	83.0%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	15.1%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=40%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=60%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=40%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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%	93.5%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Treme Charter Schools Association
Total Public Population: >=540

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	<5%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	94.7%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	60.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	60.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	<5%		79.0%	51.0%
Proficient LEAP 4 th grade Math	53.1%	50.0%		75.7%	44.9%
Proficient LEAP 8 th grade ELA	29.2%	n/a		71.7%	30.8%
Proficient LEAP 8 th grade Math	34.3%	n/a		65.0%	30.8%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	<5%	65.2%	72.4%	34.3%	40.0%	<5%	68.4%	73.0%	35.8%
4 th grade	45.6%	33.3%		73.4%	42.9%	41.1%	<5%		76.8%	50.0%
5 th grade	41.9%	<5%		69.0%	31.2%	38.4%	33.3%		71.1%	27.9%
6 th grade	38.0%	42.9%		72.0%	33.3%	33.6%	28.6%		73.0%	45.1%
7 th grade	34.6%	20.0%		69.0%	25.6%	35.1%	<5%		72.1%	38.5%
8 th grade	26.6%	<5%		63.4%	29.6%	30.3%	<5%		70.2%	29.6%
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	34.4%	11.4%	15.5%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>95%	67.61%
Inside Regular Class 79-40% of day	21.0%	<5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Algiers Charter Schools Association (ACSA)
Total Public Population: >=3,960

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	9.7%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	>=50%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	>=10%			
Dropped Out	28.0%	>=10%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	5.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	36.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	55.9%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	5.4%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	36.2%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	56.2%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	38.9%		79.0%	68.9%
Proficient LEAP 4 th grade Math	53.1%	42.1%		75.7%	63.5%
Proficient LEAP 8 th grade ELA	29.2%	40.0%		71.7%	70.5%
Proficient LEAP 8 th grade Math	34.3%	75.0%		65.0%	69.6%
Proficient GEE ELA	21.0%	33.3%		62.4%	61.5%
Proficient GEE Math	37.0%	55.0%		71.5%	86.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)	43.9%	25.9%	65.2%	72.4%	50.7%	40.0%	14.8%	68.4%	73.0%	56.2%	
3 rd grade	45.6%	35.5%		73.4%	60.5%	41.1%	25.8%		76.8%	65.8%	
4 th grade	41.9%	25.0%		69.0%	54.8%	38.4%	29.2%		71.1%	61.8%	
5 th grade	38.0%	33.3%		72.0%	51.4%	33.6%	41.7%		73.0%	51.7%	
6 th grade	34.6%	36.0%		69.0%	54.3%	35.1%	16.0%		72.1%	66.4%	
7 th grade	26.6%	31.6%		63.4%	69.1%	30.3%	31.6%		70.2%	70.6%	
8 th grade	26.5%	39.0%		71.3%	85.2%	29.5%	50.0%		62.2%	59.8%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	8.9%	11.4%	6.0%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	77.6%	67.61%
Inside Regular Class 79-40% of day	21.0%	12.5%	
Inside Regular Class less than 40% of day	14.2%	9.6%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=40%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	>=10%
Separate Class	5.4%	>=10%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	>=10%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=5%
Separate class, separate school, or residential facility	>=5%	>=10%

	Special Ed.		2010-11 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	69.6%	<5%	63.0%
Acquisition and use of knowledge and skills	71.0%	<5%	63.0%
Appropriate behaviors to meet needs	74.9%	<5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	<5%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	26.7%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	>99%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	36.8%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	73.7%	55.5%
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	83.5%	84.2%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	17.9%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: Recovery School District-LDE
Total Public Population: >=9,350

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	13.3%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	53.6%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	12.5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	44.3%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	39.8%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	12.3%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	44.9%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	39.6%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	28.2%		79.0%	55.4%
Proficient LEAP 4 th grade Math	53.1%	21.1%		75.7%	46.1%
Proficient LEAP 8 th grade ELA	29.2%	16.7%		71.7%	37.8%
Proficient LEAP 8 th grade Math	34.3%	32.1%		65.0%	33.5%
Proficient GEE ELA	21.0%	9.5%		62.4%	24.6%
Proficient GEE Math	37.0%	22.7%		71.5%	34.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
3 rd grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%		
Proficiency rate (all assessment types – full academic year only)			65.2%					68.4%			
3 rd grade	43.9%	34.7%		72.4%	46.4%	40.0%	22.2%		73.0%	44.9%	
4 th grade	45.6%	25.6%		73.4%	42.8%	41.1%	24.4%		76.8%	50.9%	
5 th grade	41.9%	22.4%		69.0%	39.8%	38.4%	22.4%		71.1%	42.0%	
6 th grade	38.0%	26.6%		72.0%	42.1%	33.6%	28.5%		73.0%	43.4%	
7 th grade	34.6%	17.8%		69.0%	32.9%	35.1%	22.8%		72.1%	40.6%	
8 th grade	26.6%	17.1%		63.4%	31.9%	30.3%	17.1%		70.2%	36.1%	
10 th grade	26.5%	11.1%	71.3%	33.1%	29.5%	25.4%	62.2%	23.7%			

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	8.0%	10.3%	7.2%
Suspensions Out-of-School & Alternate Site	14.2%	18.0%	11.4%	19.3%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	84.4%	67.61%
Inside Regular Class 79-40% of day	21.0%	9.5%	
Inside Regular Class less than 40% of day	14.2%	5.8%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	42.8%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	39.1%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	8.0%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	5.8%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=40%
Separate class, separate school, or residential facility	>=5%	>=5%

	Special Ed.		2010-11 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	69.6%	<5%	63.0%
Acquisition and use of knowledge and skills	71.0%	<5%	63.0%
Appropriate behaviors to meet needs	74.9%	<5%	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	<5%	67.5%
Acquisition and use of knowledge and skills	56.2%	<5%	57.5%
Appropriate behaviors to meet needs	69.0%	<5%	74.0%
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	31.8%	23.3%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	83.3%	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	>99%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	66.7%	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	66.7%	55.5%
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	83.5%	>95%	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	85.9%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	100.0%	
Ages 6 to 21	94.5%	96.8%	

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^a February 1, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^h Oct. 1, 2010, IDEA Data Tables (excluding nonpublic)

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^j 2010-11 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 (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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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13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary 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.**

PERFORMANCE PROFILE

School System: RSD-SUNO Institute for Academic Excellence
Total Public Population: >=400

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	6.7%
Gifted/Talented Students ^a	<5%	6.2%
Regular Education Students ^a	>=80%	87.1%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	60.0%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=40%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	60.0%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	n/a		79.0%	n/a
Proficient LEAP 4 th grade Math	53.1%	n/a		75.7%	n/a
Proficient LEAP 8 th grade ELA	29.2%	20.0%		71.7%	66.7%
Proficient LEAP 8 th grade Math	34.3%	20.0%		65.0%	73.9%
Proficient GEE ELA	21.0%	50.0%		62.4%	70.6%
Proficient GEE Math	37.0%	<5%		71.5%	58.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e										
	Math					ELA				
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	>95%	n/a	98.8%	>95%	n/a	>95%	n/a	98.75%	>95%	n/a
4 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
5 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
10 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%
Proficiency rate (all assessment types – full academic year only)										
3 rd grade	43.9%	n/a	65.2%	72.4%	n/a	40.0%	n/a	68.4%	73.0%	n/a
4 th grade	45.6%	n/a		73.4%	n/a	41.1%	n/a		76.8%	n/a
5 th grade	41.9%	n/a		69.0%	n/a	38.4%	n/a		71.1%	n/a
6 th grade	38.0%	<5%		72.0%	73.2%	33.6%	>95%		73.0%	55.4%
7 th grade	34.6%	20.0%		69.0%	58.1%	35.1%	20.0%		72.1%	71.0%
8 th grade	26.6%	20.0%		63.4%	70.8%	30.3%	20.0%		70.2%	63.9%
10 th grade	26.5%	<5%		71.3%	58.5%	29.5%	77.8%	62.2%	72.3%	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	12.5%	10.3%	29.8%
Suspensions Out-of-School & Alternate Site	14.2%	15.6%	11.4%	22.3%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	>=90%	67.61%
Inside Regular Class 79-40% of day	21.0%	>=5%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	<5%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	<5%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	U	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	42.9%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	<5%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	60.0%	

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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-Knowledge is Power Program (KIPP) N.O.
Total Public Population: >=1,770

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

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The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	9.3%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	64.4%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	63.1%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	22.2%		79.0%	77.8%
Proficient LEAP 4 th grade Math	53.1%	42.9%		75.7%	83.6%
Proficient LEAP 8 th grade ELA	29.2%	18.2%		71.7%	81.8%
Proficient LEAP 8 th grade Math	34.3%	45.5%		65.0%	84.5%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	28.6%	65.2%	72.4%	83.3%	40.0%	14.3%	68.4%	73.0%	69.1%	
4 th grade	45.6%	52.9%		73.4%	73.6%	41.1%	47.1%		76.8%	65.1%	
5 th grade	41.9%	55.2%		69.0%	66.1%	38.4%	50.0%		71.1%	63.3%	
6 th grade	38.0%	57.9%		72.0%	81.1%	33.6%	68.4%		73.0%	84.1%	
7 th grade	34.6%	50.0%		69.0%	75.6%	35.1%	54.2%		72.1%	76.1%	
8 th grade	26.6%	37.5%		63.4%	84.4%	30.3%	12.5%		70.2%	81.2%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	<5%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	15.5%	11.4%	10.4%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	<5%	No
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		No

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	86.5%	67.61%
Inside Regular Class 79-40% of day	21.0%	10.8%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=20%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=70%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=20%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	35.7%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	81.0%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	23.4%	n/a	25.5%
Enrolled in higher education or competitively employed within one year of leaving high school	68.0%	n/a	55.5%
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	83.5%	n/a	73.8%
Extended School Year Services (ESYS)^o			
Students Ages 3-21 Eligible for ESYS	<5%	<5%	
Students Ages 3-21 Received ESYS	91.6%	>95%	
Highly Qualified Personnel^p			
Ages 3 to 5	97.9%	n/a	
Ages 6 to 21	94.5%	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, 2011, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

^b SIS, 2009-10 cohort graduation rate

^c SIS, 2009-10 annual event dropout rate

^d June 30, 2011, IDEA exit count

^e Assessment data from Spring 2011 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^f 2010-11 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^g 2009-10 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, 2010, IDEA Data Tables (excluding nonpublic)

ⁱ 2010-2011 Child Outcome Data collected and reported by LEAs as of 9/13/2011 using the Assessment Evaluation and Programming System *interactive* (AEPSⁱ) by Brookes Publishing Company.

^j 2010-11 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^k 2010-11 monitoring/review results

^l SER, Evaluation Compliance Statewide Summary Report (7/1/10 to 6/30/11)

^m SER, Part C Transition Report (7/1/10 to 6/30/11)

ⁿ SER, Post School Transition Report (2010-2011 School Year)

^o 2009-10 SER data; Summer 2010

^p October 1, 2010 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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

NR Not reported

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 7-12 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** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or 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.**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) 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.
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.**

PERFORMANCE PROFILE

School System: RSD-FirstLine Schools, Inc.
Total Public Population: >=1,220

School Year: 2010-2011

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

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP, in addition to other outcome measures for students receiving special education services. Annual state targets for the SPP indicators are provided where appropriate.

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more 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.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Because of the privacy protections, percentage totals may not add precisely to 100%.

The strategies used to protect privacy vary and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Rounding techniques are used with both counts and percents. For counts, >= indicates the actual number is within 10 students (e.g., >=20 indicates there are between 20 and 29 students). For percents, >= indicates the actual percent is within 10 percentage points (e.g., >=20% indicates the percent is between 20.0% and 29.9%).

	State	Local
Students with Disabilities ^a	11.4%	17.0%
Gifted/Talented Students ^a	<5%	<5%
Regular Education Students ^a	>=80%	>=80%

	Special Ed.		2010-11 State Target	General Ed.	
	State	Local		State	Local
Graduation with a High School Diploma – Indicator 1 ^b					
Cohort Graduation Rate	30.3%	NR	40.67%	67.2%	NR
Dropping Out of High School – Indicator 2 ^c					
Annual Event Dropout Rate (grades 7-12)	6.0%	NR	18.6%	3.5%	NR
Exiting Special Education ^d					
	Special Ed.				
	State	Local			
High School Diploma	21.2%	<5%			
GED/Skills Options	13.2%	<5%			
Certificate of Achievement	11.6%	<5%			
Dropped Out	28.0%	<5%			
Statewide Assessment (Initial Testers) ^e					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	7.8%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	67.0%	57.3%		>95%	>95%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	7.7%	<5%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	24.6%	>=30%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	67.0%	57.7%		>95%	>95%
Proficient LEAP 4 th grade ELA	49.0%	50.0%		79.0%	57.6%
Proficient LEAP 4 th grade Math	53.1%	43.8%		75.7%	65.2%
Proficient LEAP 8 th grade ELA	29.2%	28.6%		71.7%	54.7%
Proficient LEAP 8 th grade Math	34.3%	28.6%		65.0%	57.9%
Proficient GEE ELA	21.0%	n/a		62.4%	n/a
Proficient GEE Math	37.0%	n/a		71.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C ^e											
	Math					ELA					
	Special Ed.		2010-11 State Target	Regular Ed.		Special Ed.		2010-11 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	>95%	>95%	98.8%	>95%	>95%	>95%	>95%	98.75%	>95%	>95%	
4 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
5 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
6 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
7 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
8 th grade	>95%	>95%		>95%	>95%	>95%	>95%		>95%	>95%	>95%
10 th grade	>95%	n/a		>95%	n/a	>95%	n/a		>95%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 rd grade	43.9%	11.8%	65.2%	72.4%	54.4%	40.0%	23.5%	68.4%	73.0%	56.1%	
4 th grade	45.6%	37.9%		73.4%	63.9%	41.1%	27.6%		76.8%	56.3%	
5 th grade	41.9%	37.0%		69.0%	48.9%	38.4%	25.9%		71.1%	53.3%	
6 th grade	38.0%	18.8%		72.0%	52.7%	33.6%	43.8%		73.0%	50.9%	
7 th grade	34.6%	25.0%		69.0%	75.0%	35.1%	29.2%		72.1%	63.1%	
8 th grade	26.6%	15.4%		63.4%	58.9%	30.3%	38.5%		70.2%	55.6%	
10 th grade	26.5%	n/a		71.3%	n/a	29.5%	n/a		62.2%	n/a	

Discipline Percents ^f				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.5%	5.9%	10.3%	<5%
Suspensions Out-of-School & Alternate Site	14.2%	34.5%	11.4%	32.6%
Expulsions In-School	<5%	<5%	<5%	<5%
Expulsions Out-of-School & Alternate Site	<5%	<5%	<5%	<5%

Long-term Discipline (greater than 10 days) – Indicators 4A and 4B ^g		
	Percent of Child Count	Significant Discrepancy?
Out-of-School Suspensions/Expulsions Totalling > 10 Days	8.0%	Yes
Significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to this discrepancy		Yes

Educational Environment (Ages 6-21) – Indicator 5 ^h			
	Special Ed.		2010-11 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.1%	92.3%	67.61%
Inside Regular Class 79-40% of day	21.0%	5.9%	
Inside Regular Class less than 40% of day	14.2%	<5%	9.76%
Separate School	<5%	<5%	
Residential Facility	<5%	<5%	
Homebound/Hospital	<5%	<5%	
Correctional Facilities	<5%	<5%	
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	2.08%

Educational Environment (Ages 3-5) – Indicator 6 ^h		
	Special Ed.	
	State	Local
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in regular early childhood program	19.9%	>=50%
Attending Regular Early Childhood Program at least 10 hours/week and receiving majority of services in other location	46.8%	>=40%
Attending Regular Early Childhood Program less than 10 hours/week and receiving majority of services in regular early childhood program	<5%	<5%
Attending Regular Early Childhood Program less than 10 hours/week and receiving a majority of services in other location	12.8%	<5%
Separate Class	5.4%	<5%
Separate School	<5%	<5%
Residential Facility	<5%	<5%
Home and receiving majority of services at home	<5%	<5%
Home and receiving majority of services at other location	9.1%	<5%
Regular early childhood program and receiving majority of special education and related services in regular early childhood program	>=20%	>=50%
Separate class, separate school, or residential facility	>=5%	<5%

	Special Ed.		2010-11 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	69.6%	n/a	63.0%
Acquisition and use of knowledge and skills	71.0%	n/a	63.0%
Appropriate behaviors to meet needs	74.9%	n/a	70.5%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	64.9%	n/a	67.5%
Acquisition and use of knowledge and skills	56.2%	n/a	57.5%
Appropriate behaviors to meet needs	69.0%	n/a	74.0%
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	31.8%	21.4%	47.0%
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		*	
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		*	
Evaluation Timelines – Indicator 11^l			
Initial Evaluations completed in timelines	>99%	>99%	100.0%
Effective Transition – Indicators 12^m, 13^k, 14ⁿ			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	n/a	100.0%
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	75.9%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
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* The district was not monitored/surveyed on this indicator during the 2010-11 school year.

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 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – significant discrepancy is met if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.
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