

# 2021-2022 State Performance Profile

## ACADIA PARISH

Total Public Population: 9470



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	46.67%	83.52%	86.45%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	26.9%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.8%	98.7%	97.6%	98.7%		97.2%	97.6%	97.2%	98.8%	
8th Grade	95.1%	96.6%	96.6%	96.8%	≥ 98.8%	94.2%	96.2%	94.0%	95.1%	≥ 98.8%
10th Grade	88.2%	92.4%	95.9%	93.5%		95.7%	95.4%	96.4%	92.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	8.1%	36.6%	46.0%	≥ 12.4%	18.6%	9.5%	44.2%	44.2%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	38.6%	≥ 4.88%	10.6%	1.9%	46.7%	47.7%	≥ 9.39%
10th Grade	8.5%	6.3%	34.9%	32.9%	≥ 5.59%	8.7%	2.9%	42.9%	40.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	75.0%	≥ 56.7%
10th Grade	53.2%	46.2%	≥ 49.65%	72.1%	76.9%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	71.4%	≥65.5%
17.5%	15.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	50.00%	72.0%
66.6%	40.00%	72.0%
60.2%	39.30%	60.25%
48.7%	48.30%	50.5%
46.3%	41.40%	50.5%
31.4%	24.10%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>60.0%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>16.67%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>60.00%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## ALLEN PARISH

Total Public Population: 4006



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

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For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	78.95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.0%	97.6%	98.0%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		98.2%	95.4%	98.5%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	21.4%	36.6%	38.6%	≥ 12.4%	18.6%	14.3%	44.2%	45.0%	≥ 16.49%
8th Grade	5.9%	3.2%	30.2%	26.5%	≥ 4.88%	10.6%	12.9%	46.7%	57.1%	≥ 9.39%
10th Grade	8.5%	5.0%	34.9%	42.0%	≥ 5.59%	8.7%	11.1%	42.9%	51.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	60.0%	≥ 59.34%	57.9%	40.0%	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	83.3%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	71.3%	≥65.5%
17.5%	25.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	69.20%	72.0%
66.6%	78.60%	72.0%
60.2%	73.30%	60.25%
48.7%	68.40%	50.5%
46.3%	63.20%	50.5%
31.4%	42.10%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>25.93%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>48.15%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ASCENSION PARISH

Total Public Population: 23819



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	86.13%	83.52%	90.05%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.5%	97.6%	98.5%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.0%	96.2%	98.0%	>99%	≥ 98.8%
10th Grade	96.1%	92.4%	95.9%	93.5%		97.6%	95.4%	98.3%	96.7%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	21.9%	36.6%	54.4%	≥ 12.4%	18.6%	27.6%	44.2%	59.8%	≥ 16.49%
8th Grade	5.9%	12.7%	30.2%	46.4%	≥ 4.88%	10.6%	16.4%	46.7%	61.0%	≥ 9.39%
10th Grade	8.5%	18.9%	34.9%	59.2%	≥ 5.59%	8.7%	15.2%	42.9%	60.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	54.5%	≥ 51.69%	51.6%	63.6%	≥ 50.65%
8th Grade	63.0%	62.5%	≥ 59.34%	57.9%	68.8%	≥ 56.7%
10th Grade	53.2%	41.7%	≥ 49.65%	72.1%	50.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-50	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	64.1%	≥65.5%
17.5%	24.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	29.7%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	73.30%	72.0%
66.6%	73.70%	72.0%
60.2%	62.30%	60.25%
48.7%	56.90%	50.5%
46.3%	59.50%	50.5%
31.4%	36.20%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>97.7%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>37.34%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>77.85%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ASSUMPTION PARISH

Total Public Population: 3036



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	14.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	71.43%	83.52%	92.52%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	14.3%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.5%	97.6%	98.5%	>99%	
8th Grade	96.6%	96.6%	96.6%	96.8%	≥ 98.8%	96.4%	96.2%	96.9%	96.6%	≥ 98.8%
10th Grade	90.0%	92.4%	95.9%	93.5%		97.5%	95.4%	97.0%	90.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	16.7%	36.6%	36.3%	≥ 12.4%	18.6%	26.7%	44.2%	39.4%	≥ 16.49%
8th Grade	5.9%	9.1%	30.2%	40.5%	≥ 4.88%	10.6%	13.6%	46.7%	44.1%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	41.1%	≥ 5.59%	8.7%	<1%	42.9%	47.9%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	66.7%	≥ 50.65%
8th Grade	63.0%	83.3%	≥ 59.34%	57.9%	83.3%	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-50	≤ 26.25	≥-40	≥-50	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	72.8%	≥65.5%
17.5%	11.8%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	18.6%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	88.50%	72.0%
66.6%	78.60%	72.0%
60.2%	79.30%	60.25%
48.7%	48.30%	50.5%
46.3%	48.30%	50.5%
31.4%	27.60%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>85.7%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## AVOYELLES PARISH

Total Public Population: 5120



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	87.50%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.3%	97.6%	97.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	97.1%	96.2%	97.1%	>99%	≥ 98.8%
10th Grade	94.9%	92.4%	95.9%	93.5%		94.6%	95.4%	93.5%	97.1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	27.3%	36.6%	27.4%	≥ 12.4%	18.6%	27.3%	44.2%	37.9%	≥ 16.49%
8th Grade	5.9%	4.2%	30.2%	24.0%	≥ 4.88%	10.6%	4.2%	46.7%	31.3%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	24.3%	≥ 5.59%	8.7%	<1%	42.9%	31.4%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	16.7%	≥ 51.69%	51.6%	33.3%	≥ 50.65%
8th Grade	63.0%	85.7%	≥ 59.34%	57.9%	71.4%	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	70.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	61.7%	≥65.5%
17.5%	23.4%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	8.9%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	54.30%	72.0%
66.6%	48.70%	72.0%
60.2%	42.10%	60.25%
48.7%	30.00%	50.5%
46.3%	22.50%	50.5%
31.4%	17.50%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>53.3%</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>13.16%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>47.37%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## BEAUREGARD PARISH

Total Public Population: 5708



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	78.95%	83.52%	92.58%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.1%	97.6%	98.1%	>99%	
8th Grade	96.7%	96.6%	96.6%	96.8%	≥ 98.8%	77.0%	96.2%	95.6%	98.3%	≥ 98.8%
10th Grade	96.4%	92.4%	95.9%	93.5%		98.4%	95.4%	98.2%	98.5%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	21.1%	36.6%	38.1%	≥ 12.4%	18.6%	16.9%	44.2%	39.6%	≥ 16.49%
8th Grade	5.9%	5.9%	30.2%	28.9%	≥ 4.88%	10.6%	5.9%	46.7%	41.1%	≥ 9.39%
10th Grade	8.5%	10.4%	34.9%	29.0%	≥ 5.59%	8.7%	6.8%	42.9%	42.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	66.7%	≥ 51.69%	51.6%	66.7%	≥ 50.65%
8th Grade	63.0%	85.7%	≥ 59.34%	57.9%	42.9%	≥ 56.7%
10th Grade	53.2%	60.0%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	68.0%	≥65.5%
17.5%	18.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	43.3%	≥25.0%
5.2%	8.2%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	86%	72.0%
Acquisition and use of knowledge and skills	66.6%	77.30%	72.0%
Appropriate behaviors to meet needs	60.2%	88.90%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	57.10%	50.5%
Acquisition and use of knowledge and skills	46.3%	75.00%	50.5%
Appropriate behaviors to meet needs	31.4%	53.60%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>97.2%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>26.32%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>94.74%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## BIENVILLE PARISH

Total Public Population: 1969



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	61.54%	83.52%	86.13%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		99.0%	97.6%	99.0%	>99%	
8th Grade	88.2%	96.6%	96.6%	96.8%	≥ 98.8%	96.1%	96.2%	96.1%	88.2%	≥ 98.8%
10th Grade	94.7%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	2.8%	36.6%	19.7%	≥ 12.4%	18.6%	13.9%	44.2%	36.7%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	30.6%	≥ 4.88%	10.6%	8.3%	46.7%	49.3%	≥ 9.39%
10th Grade	8.5%	6.3%	34.9%	38.9%	≥ 5.59%	8.7%	5.3%	42.9%	42.5%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	33.3%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	84.6%	≥65.5%
17.5%	8.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	21.6%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	90.00%	72.0%
Acquisition and use of knowledge and skills	66.6%	80.00%	72.0%
Appropriate behaviors to meet needs	60.2%	90.00%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	70.00%	50.5%
Acquisition and use of knowledge and skills	46.3%	50.00%	50.5%
Appropriate behaviors to meet needs	31.4%	70.00%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	14.29%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	42.86%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## BOSSIER PARISH

Total Public Population: 22682



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	14.0%
Gifted and Talented Students	<5%	5.5%
Regular Education Students	≥80%	80.5%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	85.81%	83.52%	92.21%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	6.9%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.0%	97.6%	98.0%	>99%	
8th Grade	97.9%	96.6%	96.6%	96.8%	≥ 98.8%	97.6%	96.2%	97.6%	97.9%	≥ 98.8%
10th Grade	98.0%	92.4%	95.9%	93.5%		98.3%	95.4%	98.8%	98.5%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	16.3%	36.6%	51.0%	≥ 12.4%	18.6%	14.9%	44.2%	52.1%	≥ 16.49%
8th Grade	5.9%	4.9%	30.2%	36.9%	≥ 4.88%	10.6%	7.4%	46.7%	51.2%	≥ 9.39%
10th Grade	8.5%	10.2%	34.9%	42.9%	≥ 5.59%	8.7%	11.6%	42.9%	52.8%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	61.1%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	67.9%	≥ 59.34%	57.9%	71.4%	≥ 56.7%
10th Grade	53.2%	46.2%	≥ 49.65%	72.1%	65.4%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	73.6%	≥65.5%
17.5%	17.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	14.7%	≥25.0%
5.2%	6.6%	≤4.0%
<5%	13.5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	72.70%	72.0%
Acquisition and use of knowledge and skills	66.6%	68.90%	72.0%
Appropriate behaviors to meet needs	60.2%	54.20%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	41.70%	50.5%
Acquisition and use of knowledge and skills	46.3%	43.80%	50.5%
Appropriate behaviors to meet needs	31.4%	12.50%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	95.6%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	27.00%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	67.00%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## CADDO PARISH

Total Public Population: 35026



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.0%
Gifted and Talented Students	<5%	5.0%
Regular Education Students	≥80%	83.0%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	70.97%	83.52%	79.94%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	18.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.9%	98.7%	97.6%	98.7%		97.5%	97.6%	97.5%	>99%	
8th Grade	96.6%	96.6%	96.6%	96.8%	≥ 98.8%	96.2%	96.2%	96.3%	96.2%	≥ 98.8%
10th Grade	91.9%	92.4%	95.9%	93.5%		94.8%	95.4%	95.8%	93.7%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	5.1%	36.6%	24.8%	≥ 12.4%	18.6%	7.5%	44.2%	31.0%	≥ 16.49%
8th Grade	5.9%	3.4%	30.2%	25.3%	≥ 4.88%	10.6%	6.4%	46.7%	40.7%	≥ 9.39%
10th Grade	8.5%	4.6%	34.9%	27.0%	≥ 5.59%	8.7%	5.0%	42.9%	37.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	67.9%	≥ 51.69%	51.6%	64.8%	≥ 50.65%
8th Grade	63.0%	64.6%	≥ 59.34%	57.9%	48.9%	≥ 56.7%
10th Grade	53.2%	38.9%	≥ 49.65%	72.1%	64.8%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	66.5%	≥65.5%
17.5%	9.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	31.9%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	71.70%	72.0%
Acquisition and use of knowledge and skills	66.6%	67.00%	72.0%
Appropriate behaviors to meet needs	60.2%	51.10%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	31.60%	50.5%
Acquisition and use of knowledge and skills	46.3%	25.50%	50.5%
Appropriate behaviors to meet needs	31.4%	16.30%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	79.2%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	36.92%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	64.49%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## CALCASIEU PARISH

Total Public Population: 27681



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	16.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	93.07%	83.52%	92.29%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	22.6%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.8%	98.7%	97.6%	98.7%		98.0%	97.6%	98.0%	98.8%	
8th Grade	98.1%	96.6%	96.6%	96.8%	≥ 98.8%	97.4%	96.2%	97.6%	98.4%	≥ 98.8%
10th Grade	94.1%	92.4%	95.9%	93.5%		96.8%	95.4%	97.5%	97.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	21.9%	36.6%	42.5%	≥ 12.4%	18.6%	26.8%	44.2%	52.3%	≥ 16.49%
8th Grade	5.9%	7.5%	30.2%	31.7%	≥ 4.88%	10.6%	13.9%	46.7%	48.6%	≥ 9.39%
10th Grade	8.5%	13.4%	34.9%	37.7%	≥ 5.59%	8.7%	11.1%	42.9%	47.4%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	64.7%	≥ 51.69%	51.6%	52.9%	≥ 50.65%
8th Grade	63.0%	73.2%	≥ 59.34%	57.9%	64.3%	≥ 56.7%
10th Grade	53.2%	54.3%	≥ 49.65%	72.1%	76.3%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	68.0%	≥65.5%
17.5%	18.8%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	13.9%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	79.60%	72.0%
Acquisition and use of knowledge and skills	66.6%	79.20%	72.0%
Appropriate behaviors to meet needs	60.2%	72.80%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	53.20%	50.5%
Acquisition and use of knowledge and skills	46.3%	52.30%	50.5%
Appropriate behaviors to meet needs	31.4%	40.50%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	48.0%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	77.3%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	25.17%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	48.25%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## CALDWELL PARISH

Total Public Population: 1591



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	17.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	88.24%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.9%	97.6%	98.9%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	97.5%	96.2%	97.5%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		95.0%	95.4%	94.2%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	23.5%	36.6%	37.4%	≥ 12.4%	18.6%	29.4%	44.2%	39.6%	≥ 16.49%
8th Grade	5.9%	5.6%	30.2%	18.3%	≥ 4.88%	10.6%	<1%	46.7%	37.4%	≥ 9.39%
10th Grade	8.5%	11.1%	34.9%	18.5%	≥ 5.59%	8.7%	18.2%	42.9%	38.9%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	33.3%	≥ 49.65%	72.1%	66.7%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	73.4%	≥65.5%
17.5%	20.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	5.7%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	>95%	72.0%
66.6%	>95%	72.0%
60.2%	>95%	60.25%
48.7%	14.30%	50.5%
46.3%	57%	50.5%
31.4%	<5%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	>95%	85.50%

  

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No

  

DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No

  

EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%

  

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	25.00%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	25.00%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## CAMERON PARISH

Total Public Population: 1148



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.7%
Gifted and Talented Students	<5%	5.1%
Regular Education Students	≥80%	79.2%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.6%	97.6%	98.6%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	93.5%	96.2%	93.5%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		98.9%	95.4%	98.9%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	23.5%	36.6%	35.3%	≥ 12.4%	18.6%	23.5%	44.2%	42.6%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	41.2%	≥ 4.88%	10.6%	22.2%	46.7%	60.0%	≥ 9.39%
10th Grade	8.5%	44.4%	34.9%	57.4%	≥ 5.59%	8.7%	55.6%	42.9%	69.9%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-50	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	80.0%	≥65.5%
17.5%	13.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## CATAHOULA PARISH

Total Public Population: 1062



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	20.00%	83.52%	84.93%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.7%	97.6%	98.7%	>99%	
8th Grade	91.7%	96.6%	96.6%	96.8%	≥ 98.8%	92.9%	96.2%	92.9%	91.7%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		98.8%	95.4%	98.9%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	14.3%	36.6%	35.6%	≥ 12.4%	18.6%	21.4%	44.2%	46.6%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	11.4%	≥ 4.88%	10.6%	<1%	46.7%	38.0%	≥ 9.39%
10th Grade	8.5%	10.0%	34.9%	25.9%	≥ 5.59%	8.7%	<1%	42.9%	41.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	86.1%	≥65.5%
17.5%	9.7%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	>95%	72.0%
66.6%	>95%	72.0%
60.2%	>95%	60.25%
48.7%	37.50%	50.5%
46.3%	25.00%	50.5%
31.4%	25.00%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	<5%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	<5%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## CLAIBORNE PARISH

Total Public Population: 1702



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	20.0%
Gifted and Talented Students	<5%	8.5%
Regular Education Students	≥80%	71.4%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	18.2%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	88.9%	96.6%	96.6%	96.8%	≥ 98.8%	95.2%	96.2%	95.2%	88.9%	≥ 98.8%
10th Grade	97.6%	92.4%	95.9%	93.5%		97.8%	95.4%	97.9%	97.1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	3.4%	36.6%	28.2%	≥ 12.4%	18.6%	10.3%	44.2%	27.5%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	17.1%	≥ 4.88%	10.6%	9.5%	46.7%	30.8%	≥ 9.39%
10th Grade	8.5%	8.1%	34.9%	12.3%	≥ 5.59%	8.7%	<1%	42.9%	18.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	20.0%	≥ 51.69%	51.6%	60.0%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	90.6%	≥65.5%
17.5%	5.7%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	50.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	84.60%	72.0%
66.6%	80.00%	72.0%
60.2%	81.80%	60.25%
48.7%	66.70%	50.5%
46.3%	66.70%	50.5%
31.4%	66.70%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>35.29%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>52.94%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## CONCORDIA PARISH

Total Public Population: 3067



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	68.75%	83.52%	81.00%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.1%	98.7%	97.6%	98.7%		96.9%	97.6%	96.9%	97.1%	
8th Grade	97.1%	96.6%	96.6%	96.8%	≥ 98.8%	96.9%	96.2%	88.2%	97.0%	≥ 98.8%
10th Grade	95.8%	92.4%	95.9%	93.5%		96.1%	95.4%	98.2%	96.2%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	7.1%	36.6%	29.9%	≥ 12.4%	18.6%	17.9%	44.2%	30.3%	≥ 16.49%
8th Grade	5.9%	10.3%	30.2%	19.3%	≥ 4.88%	10.6%	7.1%	46.7%	30.5%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	23.8%	≥ 5.59%	8.7%	5.0%	42.9%	28.7%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	16.7%	≥ 51.69%	51.6%	16.7%	≥ 50.65%
8th Grade	63.0%	25.0%	≥ 59.34%	57.9%	25.0%	≥ 56.7%
10th Grade	53.2%	40.0%	≥ 49.65%	72.1%	60.0%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-30	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	74.2%	≥65.5%
17.5%	21.1%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	7.4%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	11.10%	72.0%
Acquisition and use of knowledge and skills	66.6%	11.10%	72.0%
Appropriate behaviors to meet needs	60.2%	11.10%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	<5%	50.5%
Acquisition and use of knowledge and skills	46.3%	<5%	50.5%
Appropriate behaviors to meet needs	31.4%	<5%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	36.84%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	78.95%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## DESOTO PARISH

Total Public Population: 4843



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	93.75%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.9%	98.7%	97.6%	98.7%		98.8%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	97.6%	96.2%	97.8%	>99%	≥ 98.8%
10th Grade	93.1%	92.4%	95.9%	93.5%		98.4%	95.4%	98.0%	93.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	2.5%	36.6%	35.0%	≥ 12.4%	18.6%	15.0%	44.2%	54.7%	≥ 16.49%
8th Grade	5.9%	6.1%	30.2%	40.6%	≥ 4.88%	10.6%	12.1%	46.7%	51.4%	≥ 9.39%
10th Grade	8.5%	40.0%	34.9%	58.6%	≥ 5.59%	8.7%	25.0%	42.9%	56.1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	57.1%	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	66.7%	≥ 49.65%	72.1%	75.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	74.6%	≥65.5%
17.5%	9.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	21.8%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	90.00%	72.0%
66.6%	90.90%	72.0%
60.2%	90.90%	60.25%
48.7%	91.70%	50.5%
46.3%	91.70%	50.5%
31.4%	58.30%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	72.22%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	88.89%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## EAST BATON ROUGE PARISH

Total Public Population: 41320



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	53.09%	83.52%	73.33%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	35.6%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.6%	97.6%	97.2%	>99%	
8th Grade	92.6%	96.6%	96.6%	96.8%	≥ 98.8%	95.3%	96.2%	95.8%	93.7%	≥ 98.8%
10th Grade	85.7%	92.4%	95.9%	93.5%		91.3%	95.4%	92.5%	86.5%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	13.5%	36.6%	26.2%	≥ 12.4%	18.6%	15.2%	44.2%	36.3%	≥ 16.49%
8th Grade	5.9%	3.1%	30.2%	21.5%	≥ 4.88%	10.6%	7.8%	46.7%	40.6%	≥ 9.39%
10th Grade	8.5%	2.1%	34.9%	17.1%	≥ 5.59%	8.7%	4.8%	42.9%	34.4%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	49.2%	≥ 51.69%	51.6%	50.8%	≥ 50.65%
8th Grade	63.0%	33.3%	≥ 59.34%	57.9%	41.3%	≥ 56.7%
10th Grade	53.2%	62.2%	≥ 49.65%	72.1%	73.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	57.7%	≥65.5%
17.5%	21.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	7.4%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	61.00%	72.0%
Acquisition and use of knowledge and skills	66.6%	55.60%	72.0%
Appropriate behaviors to meet needs	60.2%	51.50%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	28.80%	50.5%
Acquisition and use of knowledge and skills	46.3%	22.10%	50.5%
Appropriate behaviors to meet needs	31.4%	14.40%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>83.3%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>39.20%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>63.20%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## EAST CARROLL PARISH

Total Public Population: 774



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	93.62%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		93.4%	97.6%	93.4%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.3%	96.2%	98.3%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		96.5%	95.4%	94.6%	83.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	12.5%	≥ 12.4%	18.6%	<1%	44.2%	8.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	3.4%	≥ 4.88%	10.6%	<1%	46.7%	13.8%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	9.6%	≥ 5.59%	8.7%	<1%	42.9%	10.0%	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	33.3%	≥ 49.65%	72.1%	>99%	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-10	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	77.5%	≥65.5%
17.5%	18.0%	≤13.4%
<5%	<5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	>99%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	<5%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	<5%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## EAST FELICIANA PARISH

Total Public Population: 1688



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	66.67%	83.52%	85.22%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	22.2%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	92.3%	98.7%	97.6%	98.7%		95.7%	97.6%	95.7%	92.3%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	94.4%	92.4%	95.9%	93.5%		96.2%	95.4%	98.4%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	24.5%	≥ 12.4%	18.6%	18.2%	44.2%	33.6%	≥ 16.49%
8th Grade	5.9%	6.7%	30.2%	33.1%	≥ 4.88%	10.6%	6.7%	46.7%	36.2%	≥ 9.39%
10th Grade	8.5%	20.0%	34.9%	40.0%	≥ 5.59%	8.7%	14.3%	42.9%	33.9%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	67.5%	≥65.5%
17.5%	17.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	7.7%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>60.0%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>23.08%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>53.85%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## EVANGELINE PARISH

Total Public Population: 5685



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	73.47%	83.52%	85.49%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	25.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.6%	98.7%	97.6%	98.7%		98.5%	97.6%	98.5%	98.6%	
8th Grade	98.8%	96.6%	96.6%	96.8%	≥ 98.8%	97.5%	96.2%	97.5%	98.8%	≥ 98.8%
10th Grade	95.7%	92.4%	95.9%	93.5%		98.2%	95.4%	97.6%	92.5%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	1.5%	36.6%	27.8%	≥ 12.4%	18.6%	4.4%	44.2%	37.9%	≥ 16.49%
8th Grade	5.9%	1.7%	30.2%	22.8%	≥ 4.88%	10.6%	8.3%	46.7%	40.1%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	25.4%	≥ 5.59%	8.7%	<1%	42.9%	36.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	66.7%	≥ 51.69%	51.6%	66.7%	≥ 50.65%
8th Grade	63.0%	75.0%	≥ 59.34%	57.9%	79.2%	≥ 56.7%
10th Grade	53.2%	79.2%	≥ 49.65%	72.1%	91.7%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	67.6%	≥65.5%
17.5%	18.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	26.6%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	56.20%	72.0%
66.6%	68.80%	72.0%
60.2%	56.20%	60.25%
48.7%	35.30%	50.5%
46.3%	17.60%	50.5%
31.4%	29.40%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	19.64%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	55.36%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## FRANKLIN PARISH

Total Public Population: 2912



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	73.91%	83.52%	77.03%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.8%	97.6%	97.8%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.2%	96.2%	98.2%	>99%	≥ 98.8%
10th Grade	90.9%	92.4%	95.9%	93.5%		93.6%	95.4%	92.5%	93.8%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	5.6%	36.6%	16.1%	≥ 12.4%	18.6%	22.2%	44.2%	22.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	18.8%	≥ 4.88%	10.6%	7.1%	46.7%	32.4%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	16.1%	≥ 5.59%	8.7%	4.0%	42.9%	23.6%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	66.7%	≥ 51.69%	51.6%	66.7%	≥ 50.65%
8th Grade	63.0%	66.7%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	80.0%	≥ 49.65%	72.1%	80.0%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥0	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	76.8%	≥65.5%
17.5%	9.4%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	17.2%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	50.00%	72.0%
Acquisition and use of knowledge and skills	66.6%	50.00%	72.0%
Appropriate behaviors to meet needs	60.2%	55.60%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	44.40%	50.5%
Acquisition and use of knowledge and skills	46.3%	44.40%	50.5%
Appropriate behaviors to meet needs	31.4%	11.10%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	85.7%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	15.15%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	63.64%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## GRANT PARISH

Total Public Population: 2911



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	18.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	88.89%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	97.6%	96.6%	96.6%	96.8%	≥ 98.8%	97.8%	96.2%	97.8%	97.6%	≥ 98.8%
10th Grade	97.2%	92.4%	95.9%	93.5%		95.9%	95.4%	98.4%	97.1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	7.1%	36.6%	31.9%	≥ 12.4%	18.6%	9.5%	44.2%	39.4%	≥ 16.49%
8th Grade	5.9%	11.4%	30.2%	35.1%	≥ 4.88%	10.6%	8.6%	46.7%	39.2%	≥ 9.39%
10th Grade	8.5%	9.7%	34.9%	38.5%	≥ 5.59%	8.7%	10.3%	42.9%	39.1%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-30	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	83.8%	≥65.5%
17.5%	11.2%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	23.4%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	80.00%	72.0%
66.6%	60.00%	72.0%
60.2%	50.00%	60.25%
48.7%	40.00%	50.5%
46.3%	40.00%	50.5%
31.4%	40.00%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	18.52%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	33.33%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## IBERIA PARISH

Total Public Population: 11480



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	76.74%	83.52%	82.49%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	99.0%	98.7%	97.6%	98.7%		98.9%	97.6%	98.9%	99.0%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.4%	96.2%	98.4%	>99%	≥ 98.8%
10th Grade	98.9%	92.4%	95.9%	93.5%		98.1%	95.4%	97.8%	97.7%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	14.9%	36.6%	41.2%	≥ 12.4%	18.6%	17.0%	44.2%	51.0%	≥ 16.49%
8th Grade	5.9%	6.7%	30.2%	33.8%	≥ 4.88%	10.6%	9.5%	46.7%	47.7%	≥ 9.39%
10th Grade	8.5%	11.1%	34.9%	35.4%	≥ 5.59%	8.7%	19.4%	42.9%	49.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	75.0%	≥ 51.69%	51.6%	75.0%	≥ 50.65%
8th Grade	63.0%	91.7%	≥ 59.34%	57.9%	91.7%	≥ 56.7%
10th Grade	53.2%	59.1%	≥ 49.65%	72.1%	81.8%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	78.6%	≥65.5%
17.5%	5.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	11.8%	≥25.0%
5.2%	7.6%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	67.90%	72.0%
66.6%	51.70%	72.0%
60.2%	53.30%	60.25%
48.7%	38.70%	50.5%
46.3%	38.70%	50.5%
31.4%	19.40%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	56.0%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	96.2%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	38.89%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	72.22%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## IBERVILLE PARISH

Total Public Population: 4390



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	81.25%	83.52%	88.39%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	11.8%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.5%	97.6%	98.5%	>99%	
8th Grade	96.8%	96.6%	96.6%	96.8%	≥ 98.8%	97.1%	96.2%	98.3%	96.8%	≥ 98.8%
10th Grade	92.6%	92.4%	95.9%	93.5%		93.3%	95.4%	95.2%	96.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	10.3%	36.6%	35.5%	≥ 12.4%	18.6%	10.3%	44.2%	40.1%	≥ 16.49%
8th Grade	5.9%	4.2%	30.2%	21.4%	≥ 4.88%	10.6%	<1%	46.7%	34.3%	≥ 9.39%
10th Grade	8.5%	46.2%	34.9%	22.9%	≥ 5.59%	8.7%	25.0%	42.9%	35.4%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	33.3%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	33.3%	≥ 49.65%	72.1%	66.7%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	88.5%	≥65.5%
17.5%	6.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	51.9%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	87.50%	72.0%
Acquisition and use of knowledge and skills	66.6%	66.70%	72.0%
Appropriate behaviors to meet needs	60.2%	88.90%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	44.40%	50.5%
Acquisition and use of knowledge and skills	46.3%	33.30%	50.5%
Appropriate behaviors to meet needs	31.4%	22.20%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	60.0%	85.50%

  

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No

  

DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No

  

EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	98.6%	100.00%

  

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## JACKSON PARISH

Total Public Population: 2117



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	94.12%	83.52%	89.41%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	95.7%	98.7%	97.6%	98.7%		96.2%	97.6%	96.2%	95.7%	
8th Grade	93.8%	96.6%	96.6%	96.8%	≥ 98.8%	97.1%	96.2%	97.1%	93.8%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		96.2%	95.4%	96.2%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	27.4%	≥ 12.4%	18.6%	5.9%	44.2%	34.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	24.2%	≥ 4.88%	10.6%	8.3%	46.7%	40.6%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	30.2%	≥ 5.59%	8.7%	<1%	42.9%	32.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	40.0%	≥ 51.69%	51.6%	60.0%	≥ 50.65%
8th Grade	63.0%	66.7%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	74.5%	≥65.5%
17.5%	11.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	10.5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	>95%	72.0%
Acquisition and use of knowledge and skills	66.6%	87.50%	72.0%
Appropriate behaviors to meet needs	60.2%	>95%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	62.50%	50.5%
Acquisition and use of knowledge and skills	46.3%	50.00%	50.5%
Appropriate behaviors to meet needs	31.4%	50.00%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>20.00%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>56.00%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## JEFFERSON PARISH

Total Public Population: 47445



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.1%
Gifted and Talented Students	<5%	6.2%
Regular Education Students	≥80%	81.7%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	65.22%	83.52%	79.97%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	11.1%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.3%	98.7%	97.6%	98.7%		97.3%	97.6%	97.3%	98.3%	
8th Grade	97.2%	96.6%	96.6%	96.8%	≥ 98.8%	96.1%	96.2%	96.2%	97.2%	≥ 98.8%
10th Grade	89.8%	92.4%	95.9%	93.5%		95.2%	95.4%	95.8%	91.2%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	17.6%	36.6%	32.7%	≥ 12.4%	18.6%	19.0%	44.2%	36.9%	≥ 16.49%
8th Grade	5.9%	8.0%	30.2%	26.5%	≥ 4.88%	10.6%	14.1%	46.7%	43.6%	≥ 9.39%
10th Grade	8.5%	6.5%	34.9%	27.8%	≥ 5.59%	8.7%	6.8%	42.9%	40.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	51.8%	≥ 51.69%	51.6%	32.1%	≥ 50.65%
8th Grade	63.0%	60.3%	≥ 59.34%	57.9%	54.4%	≥ 56.7%
10th Grade	53.2%	40.3%	≥ 49.65%	72.1%	56.5%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	49.8%	≥65.5%
17.5%	26.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	61.50%	72.0%
Acquisition and use of knowledge and skills	66.6%	68.20%	72.0%
Appropriate behaviors to meet needs	60.2%	47.90%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	43.80%	50.5%
Acquisition and use of knowledge and skills	46.3%	50.70%	50.5%
Appropriate behaviors to meet needs	31.4%	23.30%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	76.6%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## JEFFERSON DAVIS PARISH

Total Public Population: 5449



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.5%	97.6%	98.5%	>99%	
8th Grade	98.0%	96.6%	96.6%	96.8%	≥ 98.8%	97.1%	96.2%	97.1%	98.0%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	98.9%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	19.2%	36.6%	50.0%	≥ 12.4%	18.6%	11.5%	44.2%	46.9%	≥ 16.49%
8th Grade	5.9%	4.7%	30.2%	33.8%	≥ 4.88%	10.6%	4.7%	46.7%	43.9%	≥ 9.39%
10th Grade	8.5%	11.4%	34.9%	45.8%	≥ 5.59%	8.7%	7.5%	42.9%	44.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	85.7%	≥ 56.7%
10th Grade	53.2%	54.5%	≥ 49.65%	72.1%	54.5%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	77.2%	≥65.5%
17.5%	17.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	75.00%	72.0%
66.6%	50.00%	72.0%
60.2%	87.50%	60.25%
48.7%	90.90%	50.5%
46.3%	90.90%	50.5%
31.4%	72.70%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>25.81%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>64.52%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LAFAYETTE PARISH

Total Public Population: 31534



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	8.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	75.52%	83.52%	84.71%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	27.7%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	99.0%	98.7%	97.6%	98.7%		97.9%	97.6%	97.9%	99.0%	
8th Grade	98.1%	96.6%	96.6%	96.8%	≥ 98.8%	98.0%	96.2%	98.0%	98.1%	≥ 98.8%
10th Grade	94.8%	92.4%	95.9%	93.5%		98.2%	95.4%	97.7%	95.6%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	21.7%	36.6%	53.0%	≥ 12.4%	18.6%	17.7%	44.2%	52.2%	≥ 16.49%
8th Grade	5.9%	7.8%	30.2%	40.8%	≥ 4.88%	10.6%	11.4%	46.7%	53.9%	≥ 9.39%
10th Grade	8.5%	19.4%	34.9%	53.4%	≥ 5.59%	8.7%	6.0%	42.9%	47.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	56.3%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	66.7%	≥ 59.34%	57.9%	52.4%	≥ 56.7%
10th Grade	53.2%	57.9%	≥ 49.65%	72.1%	78.9%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.8%	≥65.5%
17.5%	9.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	11.9%	≥25.0%
5.2%	8.3%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	69.00%	72.0%
66.6%	58.10%	72.0%
60.2%	54.30%	60.25%
48.7%	59.50%	50.5%
46.3%	43.20%	50.5%
31.4%	40.50%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	>95%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	99.6%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	37.93%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	69.66%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## LAFOURCHE PARISH

Total Public Population: 14152



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	76.92%	83.52%	91.59%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.9%	98.7%	97.6%	98.7%		98.3%	97.6%	98.3%	98.9%	
8th Grade	97.1%	96.6%	96.6%	96.8%	≥ 98.8%	97.0%	96.2%	97.0%	97.1%	≥ 98.8%
10th Grade	87.3%	92.4%	95.9%	93.5%		95.1%	95.4%	95.3%	86.1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	21.5%	36.6%	47.9%	≥ 12.4%	18.6%	21.5%	44.2%	55.8%	≥ 16.49%
8th Grade	5.9%	7.7%	30.2%	36.0%	≥ 4.88%	10.6%	25.6%	46.7%	59.7%	≥ 9.39%
10th Grade	8.5%	18.4%	34.9%	49.1%	≥ 5.59%	8.7%	15.8%	42.9%	59.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	37.5%	≥ 51.69%	51.6%	25.0%	≥ 50.65%
8th Grade	63.0%	62.5%	≥ 59.34%	57.9%	79.2%	≥ 56.7%
10th Grade	53.2%	58.3%	≥ 49.65%	72.1%	83.3%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	79.3%	≥65.5%
17.5%	8.7%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	29.8%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	66.70%	72.0%
Acquisition and use of knowledge and skills	66.6%	<5%	72.0%
Appropriate behaviors to meet needs	60.2%	66.70%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	<5%	50.5%
Acquisition and use of knowledge and skills	46.3%	<5%	50.5%
Appropriate behaviors to meet needs	31.4%	<5%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>84.4%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>28.57%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>67.86%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LASALLE PARISH

Total Public Population: 2588



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	66.67%	83.52%	93.57%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.3%	97.6%	96.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	97.0%	96.2%	97.0%	>99%	≥ 98.8%
10th Grade	92.0%	92.4%	95.9%	93.5%		96.0%	95.4%	97.5%	96.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	10.5%	36.6%	43.5%	≥ 12.4%	18.6%	21.1%	44.2%	56.5%	≥ 16.49%
8th Grade	5.9%	21.4%	30.2%	44.4%	≥ 4.88%	10.6%	14.3%	46.7%	58.8%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	32.6%	≥ 5.59%	8.7%	5.9%	42.9%	43.2%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	75.9%	≥65.5%
17.5%	18.4%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	6.5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	57.10%	72.0%
66.6%	<5%	72.0%
60.2%	71.40%	60.25%
48.7%	62.50%	50.5%
46.3%	50.00%	50.5%
31.4%	<5%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>8.33%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>50.00%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LINCOLN PARISH

Total Public Population: 5832



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	16.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	70.59%	83.52%	91.64%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	11.9%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.6%	97.6%	98.6%	>99%	
8th Grade	95.1%	96.6%	96.6%	96.8%	≥ 98.8%	96.6%	96.2%	96.6%	95.1%	≥ 98.8%
10th Grade	97.6%	92.4%	95.9%	93.5%		99.0%	95.4%	98.8%	97.6%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	8.8%	36.6%	46.2%	≥ 12.4%	18.6%	10.5%	44.2%	48.3%	≥ 16.49%
8th Grade	5.9%	3.2%	30.2%	36.1%	≥ 4.88%	10.6%	12.7%	46.7%	52.5%	≥ 9.39%
10th Grade	8.5%	13.8%	34.9%	47.8%	≥ 5.59%	8.7%	30.0%	42.9%	56.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	83.3%	≥ 50.65%
8th Grade	63.0%	85.7%	≥ 59.34%	57.9%	57.1%	≥ 56.7%
10th Grade	53.2%	54.5%	≥ 49.65%	72.1%	63.6%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	72.1%	≥65.5%
17.5%	12.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	6.6%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	85.70%	72.0%
66.6%	91.70%	72.0%
60.2%	87.50%	60.25%
48.7%	53.80%	50.5%
46.3%	69.20%	50.5%
31.4%	76.90%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>92.3%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>38.81%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>73.13%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## LIVINGSTON PARISH

Total Public Population: 26521



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	75.76%	83.52%	90.13%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	20.8%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.2%	97.6%	98.2%	>99%	
8th Grade	94.3%	96.6%	96.6%	96.8%	≥ 98.8%	95.5%	96.2%	95.6%	94.7%	≥ 98.8%
10th Grade	93.7%	92.4%	95.9%	93.5%		96.1%	95.4%	96.2%	95.8%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	25.4%	36.6%	44.9%	≥ 12.4%	18.6%	32.5%	44.2%	58.1%	≥ 16.49%
8th Grade	5.9%	8.7%	30.2%	40.6%	≥ 4.88%	10.6%	12.7%	46.7%	58.9%	≥ 9.39%
10th Grade	8.5%	14.7%	34.9%	48.4%	≥ 5.59%	8.7%	14.2%	42.9%	55.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	42.9%	≥ 51.69%	51.6%	57.1%	≥ 50.65%
8th Grade	63.0%	61.1%	≥ 59.34%	57.9%	52.8%	≥ 56.7%
10th Grade	53.2%	61.9%	≥ 49.65%	72.1%	78.6%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	53.8%	≥65.5%
17.5%	32.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	45.9%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	80.40%	72.0%
66.6%	79.90%	72.0%
60.2%	64.50%	60.25%
48.7%	58.20%	50.5%
46.3%	57.70%	50.5%
31.4%	33.30%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>95.6%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>27.08%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>65.28%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## MADISON PARISH

Total Public Population: 1158



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	12.50%	83.52%	76.54%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	20.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		99.0%	97.6%	99.0%	>99%	
8th Grade	90.5%	96.6%	96.6%	96.8%	≥ 98.8%	90.9%	96.2%	90.9%	90.5%	≥ 98.8%
10th Grade	86.7%	92.4%	95.9%	93.5%		84.6%	95.4%	86.1%	87.5%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	13.2%	≥ 12.4%	18.6%	<1%	44.2%	19.8%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	3.2%	≥ 4.88%	10.6%	<1%	46.7%	9.5%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	3.2%	≥ 5.59%	8.7%	<1%	42.9%	10.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	80.0%	≥ 59.34%	57.9%	60.0%	≥ 56.7%
10th Grade	53.2%	40.0%	≥ 49.65%	72.1%	60.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-10	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	71.7%	≥65.5%
17.5%	22.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	>95%	72.0%
Acquisition and use of knowledge and skills	66.6%	>95%	72.0%
Appropriate behaviors to meet needs	60.2%	50.00%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	>95%	50.5%
Acquisition and use of knowledge and skills	46.3%	>95%	50.5%
Appropriate behaviors to meet needs	31.4%	66.70%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>NA</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>25.00%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>37.50%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## MOREHOUSE PARISH

Total Public Population: 3278



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	16.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	71.43%	83.52%	80.95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	19.4%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.1%	98.7%	97.6%	98.7%		97.1%	97.6%	97.1%	96.1%	
8th Grade	78.4%	96.6%	96.6%	96.8%	≥ 98.8%	88.8%	96.2%	89.2%	78.4%	≥ 98.8%
10th Grade	94.4%	92.4%	95.9%	93.5%		95.1%	95.4%	92.8%	93.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	9.5%	36.6%	18.8%	≥ 12.4%	18.6%	7.1%	44.2%	25.7%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	11.2%	≥ 4.88%	10.6%	<1%	46.7%	19.7%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	14.9%	≥ 5.59%	8.7%	4.3%	42.9%	17.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	85.7%	≥ 51.69%	51.6%	85.7%	≥ 50.65%
8th Grade	63.0%	60.0%	≥ 59.34%	57.9%	40.0%	≥ 56.7%
10th Grade	53.2%	40.0%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	77.4%	≥65.5%
17.5%	10.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	9.8%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	66.70%	72.0%
66.6%	64.30%	72.0%
60.2%	80.00%	60.25%
48.7%	40.00%	50.5%
46.3%	26.70%	50.5%
31.4%	33.30%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## NATCHITOCHE PARISH

Total Public Population: 5262



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	75.93%	83.52%	82.65%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.5%	97.6%	98.5%	>99%	
8th Grade	95.1%	96.6%	96.6%	96.8%	≥ 98.8%	97.6%	96.2%	97.9%	97.5%	≥ 98.8%
10th Grade	87.7%	92.4%	95.9%	93.5%		94.0%	95.4%	94.9%	90.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	23.9%	36.6%	34.2%	≥ 12.4%	18.6%	28.3%	44.2%	40.3%	≥ 16.49%
8th Grade	5.9%	9.4%	30.2%	31.4%	≥ 4.88%	10.6%	18.8%	46.7%	46.7%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	35.3%	≥ 5.59%	8.7%	<1%	42.9%	35.9%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	66.7%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	71.4%	≥ 59.34%	57.9%	71.4%	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	90.0%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	65.5%	≥65.5%
17.5%	27.1%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	18.4%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	75.00%	72.0%
66.6%	75.00%	72.0%
60.2%	66.70%	60.25%
48.7%	55.60%	50.5%
46.3%	44.40%	50.5%
31.4%	33.30%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	94.5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	22.22%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	44.44%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ORLEANS PARISH

Total Public Population: 2179



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	23.7%
Gifted and Talented Students	<5%	6.0%
Regular Education Students	≥80%	70.3%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	47.06%	83.52%	73.91%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	16.7%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.0%	97.6%	98.0%	>99%	
8th Grade	95.7%	96.6%	96.6%	96.8%	≥ 98.8%	84.4%	96.2%	81.9%	95.7%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		90.2%	95.4%	83.6%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	6.9%	36.6%	10.1%	≥ 12.4%	18.6%	13.8%	44.2%	29.1%	≥ 16.49%
8th Grade	5.9%	5.3%	30.2%	19.4%	≥ 4.88%	10.6%	21.1%	46.7%	52.1%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	4.3%	≥ 5.59%	8.7%	<1%	42.9%	8.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	33.3%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	77.9%	≥65.5%
17.5%	8.4%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	68.00%	72.0%
66.6%	55.60%	72.0%
60.2%	64.30%	60.25%
48.7%	48.60%	50.5%
46.3%	51.40%	50.5%
31.4%	45.70%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## OUACHITA PARISH

Total Public Population: 18286



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	78.81%	83.52%	88.74%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	5.1%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.9%	98.7%	97.6%	98.7%		98.2%	97.6%	98.2%	98.9%	
8th Grade	97.8%	96.6%	96.6%	96.8%	≥ 98.8%	97.8%	96.2%	97.8%	97.8%	≥ 98.8%
10th Grade	94.8%	92.4%	95.9%	93.5%		97.4%	95.4%	97.9%	95.8%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	16.1%	36.6%	39.0%	≥ 12.4%	18.6%	21.3%	44.2%	52.9%	≥ 16.49%
8th Grade	5.9%	10.8%	30.2%	34.9%	≥ 4.88%	10.6%	18.4%	46.7%	50.6%	≥ 9.39%
10th Grade	8.5%	13.6%	34.9%	45.8%	≥ 5.59%	8.7%	11.1%	42.9%	52.8%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	61.5%	≥ 51.69%	51.6%	69.2%	≥ 50.65%
8th Grade	63.0%	81.8%	≥ 59.34%	57.9%	68.2%	≥ 56.7%
10th Grade	53.2%	39.3%	≥ 49.65%	72.1%	64.3%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	82.6%	≥65.5%
17.5%	7.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	8.9%	≥25.0%
5.2%	6.1%	≤4.0%
<5%	14.0%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>NA</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>52.59%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>75.56%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## PLAQUEMINES PARISH

Total Public Population: 3818



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.5%
Gifted and Talented Students	<5%	5.3%
Regular Education Students	≥80%	81.2%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	65.63%	83.52%	90.28%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	11.8%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.9%	98.7%	97.6%	98.7%		97.8%	97.6%	97.8%	96.9%	
8th Grade	98.0%	96.6%	96.6%	96.8%	≥ 98.8%	96.1%	96.2%	96.1%	98.0%	≥ 98.8%
10th Grade	93.0%	92.4%	95.9%	93.5%		95.8%	95.4%	95.5%	92.1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	42.3%	36.6%	57.0%	≥ 12.4%	18.6%	30.8%	44.2%	68.2%	≥ 16.49%
8th Grade	5.9%	11.4%	30.2%	31.7%	≥ 4.88%	10.6%	13.6%	46.7%	56.5%	≥ 9.39%
10th Grade	8.5%	8.6%	34.9%	39.0%	≥ 5.59%	8.7%	10.0%	42.9%	51.4%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	80.0%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	40.0%	≥ 49.65%	72.1%	40.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	52.9%	≥65.5%
17.5%	29.4%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	33.3%	≥25.0%
5.2%	6.7%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	75.00%	72.0%
Acquisition and use of knowledge and skills	66.6%	77.80%	72.0%
Appropriate behaviors to meet needs	60.2%	83.30%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	50.00%	50.5%
Acquisition and use of knowledge and skills	46.3%	55.60%	50.5%
Appropriate behaviors to meet needs	31.4%	38.90%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	56.25%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	56.25%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## POINTE COUPEE PARISH

Total Public Population: 2663



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	42.86%	83.52%	66.46%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	21.7%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.3%	97.6%	98.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	99.0%	96.2%	99.0%	>99%	≥ 98.8%
10th Grade	85.7%	92.4%	95.9%	93.5%		93.3%	95.4%	94.3%	89.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	21.1%	36.6%	25.3%	≥ 12.4%	18.6%	10.5%	44.2%	24.7%	≥ 16.49%
8th Grade	5.9%	5.0%	30.2%	24.0%	≥ 4.88%	10.6%	15.0%	46.7%	44.8%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	16.5%	≥ 5.59%	8.7%	<1%	42.9%	23.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	44.4%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	73.4%	≥65.5%
17.5%	7.7%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	62.50%	72.0%
66.6%	53.30%	72.0%
60.2%	55.60%	60.25%
48.7%	33.30%	50.5%
46.3%	38.90%	50.5%
31.4%	11.10%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>3.70%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>74.07%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## RAPIDES PARISH

Total Public Population: 22128



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	74.48%	83.52%	86.59%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	14.6%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.2%	98.7%	97.6%	98.7%		98.4%	97.6%	98.4%	98.2%	
8th Grade	97.7%	96.6%	96.6%	96.8%	≥ 98.8%	97.1%	96.2%	97.1%	97.7%	≥ 98.8%
10th Grade	93.8%	92.4%	95.9%	93.5%		95.4%	95.4%	96.4%	92.1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	9.3%	36.6%	36.3%	≥ 12.4%	18.6%	18.5%	44.2%	48.3%	≥ 16.49%
8th Grade	5.9%	5.0%	30.2%	31.6%	≥ 4.88%	10.6%	9.9%	46.7%	48.9%	≥ 9.39%
10th Grade	8.5%	2.2%	34.9%	34.9%	≥ 5.59%	8.7%	5.7%	42.9%	43.9%	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	20.0%	≥ 51.69%	51.6%	10.0%	≥ 50.65%
8th Grade	63.0%	29.6%	≥ 59.34%	57.9%	25.9%	≥ 56.7%
10th Grade	53.2%	58.8%	≥ 49.65%	72.1%	58.8%	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	67.8%	≥65.5%
17.5%	19.4%	≤13.4%
<5%	<5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	17.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	12.6%	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	80.30%	72.0%
66.6%	74.30%	72.0%
60.2%	63.50%	60.25%
48.7%	63.00%	50.5%
46.3%	55.60%	50.5%
31.4%	42.00%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	98.8%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	97.3%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	32.39%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	84.51%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## RED RIVER PARISH

Total Public Population: 1316



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	88.89%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	94.4%	98.7%	97.6%	98.7%		97.6%	97.6%	97.6%	94.4%	
8th Grade	88.9%	96.6%	96.6%	96.8%	≥ 98.8%	89.9%	96.2%	89.9%	88.9%	≥ 98.8%
10th Grade	88.2%	92.4%	95.9%	93.5%		90.9%	95.4%	90.7%	83.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	6.7%	36.6%	16.5%	≥ 12.4%	18.6%	<1%	44.2%	25.3%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	12.2%	≥ 4.88%	10.6%	<1%	46.7%	25.5%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	27.3%	≥ 5.59%	8.7%	7.1%	42.9%	26.8%	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-20	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	83.0%	≥65.5%
17.5%	10.1%	≤13.4%
<5%	<5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	80.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## RICHLAND PARISH

Total Public Population: 2722



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	61.90%	83.52%	85.79%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	25.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.5%	97.6%	98.5%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.3%	96.2%	98.3%	>99%	≥ 98.8%
10th Grade	93.0%	92.4%	95.9%	93.5%		95.7%	95.4%	96.6%	93.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	8.0%	36.6%	22.8%	≥ 12.4%	18.6%	8.0%	44.2%	32.8%	≥ 16.49%
8th Grade	5.9%	6.5%	30.2%	13.5%	≥ 4.88%	10.6%	9.7%	46.7%	22.9%	≥ 9.39%
10th Grade	8.5%	3.1%	34.9%	16.2%	≥ 5.59%	8.7%	<1%	42.9%	19.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	40.0%	≥ 51.69%	51.6%	40.0%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	25.0%	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	50.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	72.9%	≥65.5%
17.5%	21.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	17.1%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	88.90%	72.0%
Acquisition and use of knowledge and skills	66.6%	55.60%	72.0%
Appropriate behaviors to meet needs	60.2%	77.80%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	11.10%	50.5%
Acquisition and use of knowledge and skills	46.3%	<5%	50.5%
Appropriate behaviors to meet needs	31.4%	<5%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	17.39%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	47.83%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## SABINE PARISH

Total Public Population: 4081



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.4%	97.6%	97.4%	>99%	
8th Grade	97.4%	96.6%	96.6%	96.8%	≥ 98.8%	97.2%	96.2%	97.2%	97.4%	≥ 98.8%
10th Grade	98.1%	92.4%	95.9%	93.5%		97.5%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	3.4%	36.6%	29.6%	≥ 12.4%	18.6%	6.9%	44.2%	44.4%	≥ 16.49%
8th Grade	5.9%	3.1%	30.2%	33.7%	≥ 4.88%	10.6%	3.1%	46.7%	46.5%	≥ 9.39%
10th Grade	8.5%	7.1%	34.9%	42.3%	≥ 5.59%	8.7%	4.9%	42.9%	45.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	16.7%	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	33.3%	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	70.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	62.9%	≥65.5%
17.5%	27.4%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	5.9%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	85.70%	72.0%
66.6%	87.50%	72.0%
60.2%	87.50%	60.25%
48.7%	37.50%	50.5%
46.3%	50.00%	50.5%
31.4%	37.50%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	22.22%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	92.59%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## ST. BERNARD PARISH

Total Public Population: 7791



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	86.84%	83.52%	91.32%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	9.5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.6%	97.6%	98.6%	>99%	
8th Grade	98.5%	96.6%	96.6%	96.8%	≥ 98.8%	97.7%	96.2%	97.7%	98.5%	≥ 98.8%
10th Grade	98.6%	92.4%	95.9%	93.5%		96.7%	95.4%	96.4%	98.6%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	16.7%	36.6%	49.5%	≥ 12.4%	18.6%	12.1%	44.2%	48.0%	≥ 16.49%
8th Grade	5.9%	7.3%	30.2%	31.4%	≥ 4.88%	10.6%	12.7%	46.7%	53.5%	≥ 9.39%
10th Grade	8.5%	16.7%	34.9%	40.5%	≥ 5.59%	8.7%	7.7%	42.9%	35.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	16.7%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	90.0%	≥ 59.34%	57.9%	80.0%	≥ 56.7%
10th Grade	53.2%	81.3%	≥ 49.65%	72.1%	75.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	68.4%	≥65.5%
17.5%	16.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	16.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	23.10%	72.0%
Acquisition and use of knowledge and skills	66.6%	75.00%	72.0%
Appropriate behaviors to meet needs	60.2%	21.40%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	7.10%	50.5%
Acquisition and use of knowledge and skills	46.3%	21.40%	50.5%
Appropriate behaviors to meet needs	31.4%	7.10%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	93.3%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	<1%	100.00%
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	33.0%	43.48%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	95.65%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ST. CHARLES PARISH

Total Public Population: 9477



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.8%
Gifted and Talented Students	<5%	8.0%
Regular Education Students	≥80%	81.2%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	67.19%	83.52%	90.17%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	25.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.9%	97.6%	97.9%	>99%	
8th Grade	98.8%	96.6%	96.6%	96.8%	≥ 98.8%	97.9%	96.2%	98.0%	98.8%	≥ 98.8%
10th Grade	90.0%	92.4%	95.9%	93.5%		97.3%	95.4%	96.9%	92.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	23.2%	36.6%	49.7%	≥ 12.4%	18.6%	23.2%	44.2%	48.0%	≥ 16.49%
8th Grade	5.9%	10.5%	30.2%	43.7%	≥ 4.88%	10.6%	13.2%	46.7%	60.1%	≥ 9.39%
10th Grade	8.5%	16.1%	34.9%	44.6%	≥ 5.59%	8.7%	13.8%	42.9%	52.4%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	62.5%	≥ 51.69%	51.6%	62.5%	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	42.9%	≥ 49.65%	72.1%	42.9%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	58.8%	≥65.5%
17.5%	28.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>48.8%</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>50.0%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>38.81%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>70.15%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ST. HELENA PARISH

Total Public Population: 1108



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	18.5%
Gifted and Talented Students	<5%	7.4%
Regular Education Students	≥80%	74.1%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	64.71%	83.52%	72.63%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	12.5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	85.7%	98.7%	97.6%	98.7%		95.9%	97.6%	95.9%	85.7%	
8th Grade	93.8%	96.6%	96.6%	96.8%	≥ 98.8%	96.3%	96.2%	96.3%	93.8%	≥ 98.8%
10th Grade	93.8%	92.4%	95.9%	93.5%		96.6%	95.4%	98.3%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	4.5%	≥ 12.4%	18.6%	6.7%	44.2%	13.4%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	1.4%	≥ 4.88%	10.6%	<1%	46.7%	9.5%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	3.5%	≥ 5.59%	8.7%	<1%	42.9%	8.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	33.3%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	75.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-10	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	90.2%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	8.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>&gt;95%</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>&lt;5%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>&gt;95%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## ST. JAMES PARISH

Total Public Population: 3486



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	14.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	81.48%	83.52%	90.57%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.8%	96.2%	98.8%	>99%	≥ 98.8%
10th Grade	90.9%	92.4%	95.9%	93.5%		98.3%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	9.1%	36.6%	38.9%	≥ 12.4%	18.6%	22.7%	44.2%	44.4%	≥ 16.49%
8th Grade	5.9%	8.3%	30.2%	39.0%	≥ 4.88%	10.6%	12.5%	46.7%	58.2%	≥ 9.39%
10th Grade	8.5%	7.1%	34.9%	40.5%	≥ 5.59%	8.7%	<1%	42.9%	42.7%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	16.7%	≥ 49.65%	72.1%	57.1%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	85.2%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	70.80%	72.0%
66.6%	72.00%	72.0%
60.2%	55.60%	60.25%
48.7%	56.20%	50.5%
46.3%	40.60%	50.5%
31.4%	28.10%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>97.8%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>80.0%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>13.04%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>43.48%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ST. JOHN THE BAPTIST PARISH

Total Public Population: 5149



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	42.22%	83.52%	62.87%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.6%	98.7%	97.6%	98.7%		96.6%	97.6%	96.6%	98.6%	
8th Grade	95.1%	96.6%	96.6%	96.8%	≥ 98.8%	97.8%	96.2%	97.8%	95.1%	≥ 98.8%
10th Grade	84.0%	92.4%	95.9%	93.5%		87.4%	95.4%	89.5%	84.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	1.9%	36.6%	13.3%	≥ 12.4%	18.6%	5.6%	44.2%	24.5%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	11.4%	≥ 4.88%	10.6%	<1%	46.7%	31.4%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	18.2%	≥ 5.59%	8.7%	<1%	42.9%	26.5%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	57.1%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	62.5%	≥ 59.34%	57.9%	62.5%	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	37.5%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-30	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.0%	≥65.5%
17.5%	15.0%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	>95%	72.0%
66.6%	60.00%	72.0%
60.2%	60.00%	60.25%
48.7%	75.00%	50.5%
46.3%	37.50%	50.5%
31.4%	50.00%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	95.5%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	25.00%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	63.89%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ST. LANDRY PARISH

Total Public Population: 12197



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	73.20%	83.52%	81.44%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	17.2%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.5%	97.6%	97.5%	>99%	
8th Grade	94.5%	96.6%	96.6%	96.8%	≥ 98.8%	96.6%	96.2%	97.0%	95.3%	≥ 98.8%
10th Grade	87.1%	92.4%	95.9%	93.5%		90.5%	95.4%	93.1%	93.2%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	7.2%	36.6%	27.3%	≥ 12.4%	18.6%	14.4%	44.2%	36.8%	≥ 16.49%
8th Grade	5.9%	6.1%	30.2%	26.0%	≥ 4.88%	10.6%	7.0%	46.7%	47.1%	≥ 9.39%
10th Grade	8.5%	3.5%	34.9%	27.9%	≥ 5.59%	8.7%	5.3%	42.9%	39.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	61.5%	≥ 51.69%	51.6%	61.5%	≥ 50.65%
8th Grade	63.0%	72.7%	≥ 59.34%	57.9%	45.5%	≥ 56.7%
10th Grade	53.2%	62.1%	≥ 49.65%	72.1%	75.9%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.3%	≥65.5%
17.5%	14.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	9.2%	≥25.0%
5.2%	<5%	≤4.0%
<5%	14.6%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	67.50%	72.0%
66.6%	69.80%	72.0%
60.2%	57.40%	60.25%
48.7%	52.90%	50.5%
46.3%	60.80%	50.5%
31.4%	33.30%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>NA</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>18.64%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>42.37%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## ST. MARTIN PARISH

Total Public Population: 7378



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	73.81%	83.52%	81.26%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	15.8%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.2%	98.7%	97.6%	98.7%		98.8%	97.6%	98.8%	98.2%	
8th Grade	95.2%	96.6%	96.6%	96.8%	≥ 98.8%	95.9%	96.2%	96.2%	95.2%	≥ 98.8%
10th Grade	86.0%	92.4%	95.9%	93.5%		94.0%	95.4%	95.4%	91.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	14.0%	36.6%	29.3%	≥ 12.4%	18.6%	16.0%	44.2%	36.3%	≥ 16.49%
8th Grade	5.9%	5.8%	30.2%	19.3%	≥ 4.88%	10.6%	9.6%	46.7%	35.1%	≥ 9.39%
10th Grade	8.5%	5.9%	34.9%	24.0%	≥ 5.59%	8.7%	8.3%	42.9%	37.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	40.0%	≥ 51.69%	51.6%	40.0%	≥ 50.65%
8th Grade	63.0%	75.0%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	11.1%	≥ 49.65%	72.1%	55.6%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	75.2%	≥65.5%
17.5%	11.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	>95%	72.0%
Acquisition and use of knowledge and skills	66.6%	>95%	72.0%
Appropriate behaviors to meet needs	60.2%	90.00%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	>95%	50.5%
Acquisition and use of knowledge and skills	46.3%	75.00%	50.5%
Appropriate behaviors to meet needs	31.4%	66.70%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	74.4%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	20.00%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	61.82%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ST. MARY PARISH

Total Public Population: 8001



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	16.0%
Gifted and Talented Students	<5%	7.1%
Regular Education Students	≥80%	76.9%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	87.50%	83.52%	94.00%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	7.8%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.3%	97.6%	97.3%	>99%	
8th Grade	98.1%	96.6%	96.6%	96.8%	≥ 98.8%	97.9%	96.2%	97.9%	98.1%	≥ 98.8%
10th Grade	97.0%	92.4%	95.9%	93.5%		98.2%	95.4%	97.9%	97.2%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	14.8%	36.6%	45.0%	≥ 12.4%	18.6%	13.6%	44.2%	44.0%	≥ 16.49%
8th Grade	5.9%	4.8%	30.2%	28.6%	≥ 4.88%	10.6%	8.3%	46.7%	40.6%	≥ 9.39%
10th Grade	8.5%	4.1%	34.9%	30.0%	≥ 5.59%	8.7%	7.3%	42.9%	36.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	55.6%	≥ 51.69%	51.6%	44.4%	≥ 50.65%
8th Grade	63.0%	64.7%	≥ 59.34%	57.9%	76.5%	≥ 56.7%
10th Grade	53.2%	60.0%	≥ 49.65%	72.1%	93.3%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	62.2%	≥65.5%
17.5%	22.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	14.6%	≤4.0%
<5%	5.1%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	75.00%	72.0%
Acquisition and use of knowledge and skills	66.6%	63.60%	72.0%
Appropriate behaviors to meet needs	60.2%	70.8	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	54.20%	50.5%
Acquisition and use of knowledge and skills	46.3%	37.50%	50.5%
Appropriate behaviors to meet needs	31.4%	33.30%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>82.8%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>40.00%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>80.00%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ST. TAMMANY PARISH

Total Public Population: 37355



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	17.0%
Gifted and Talented Students	<5%	6.7%
Regular Education Students	≥80%	76.4%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	71.02%	83.52%	82.13%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	27.9%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.1%	97.6%	98.1%	>99%	
8th Grade	98.3%	96.6%	96.6%	96.8%	≥ 98.8%	96.9%	96.2%	96.9%	98.5%	≥ 98.8%
10th Grade	94.6%	92.4%	95.9%	93.5%		96.4%	95.4%	97.4%	96.6%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	26.5%	36.6%	53.8%	≥ 12.4%	18.6%	33.1%	44.2%	62.1%	≥ 16.49%
8th Grade	5.9%	7.3%	30.2%	37.8%	≥ 4.88%	10.6%	14.0%	46.7%	53.7%	≥ 9.39%
10th Grade	8.5%	12.9%	34.9%	40.4%	≥ 5.59%	8.7%	14.3%	42.9%	49.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	22.2%	≥ 51.69%	51.6%	33.3%	≥ 50.65%
8th Grade	63.0%	65.6%	≥ 59.34%	57.9%	57.4%	≥ 56.7%
10th Grade	53.2%	53.4%	≥ 49.65%	72.1%	63.8%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	54.5%	≥65.5%
17.5%	29.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	20.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	66.10%	72.0%
Acquisition and use of knowledge and skills	66.6%	59.80%	72.0%
Appropriate behaviors to meet needs	60.2%	58.60%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	48.60%	50.5%
Acquisition and use of knowledge and skills	46.3%	45.90%	50.5%
Appropriate behaviors to meet needs	31.4%	29.10%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>48.21%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>77.95%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## TANGIPAHOA PARISH

Total Public Population: 19445



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	66.89%	83.52%	73.98%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	35.5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.4%	98.7%	97.6%	98.7%		97.7%	97.6%	97.7%	98.4%	
8th Grade	98.0%	96.6%	96.6%	96.8%	≥ 98.8%	97.0%	96.2%	97.0%	98.0%	≥ 98.8%
10th Grade	85.8%	92.4%	95.9%	93.5%		92.6%	95.4%	92.4%	83.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	11.1%	36.6%	24.8%	≥ 12.4%	18.6%	12.9%	44.2%	31.0%	≥ 16.49%
8th Grade	5.9%	1.8%	30.2%	16.9%	≥ 4.88%	10.6%	6.7%	46.7%	37.1%	≥ 9.39%
10th Grade	8.5%	4.5%	34.9%	23.3%	≥ 5.59%	8.7%	4.1%	42.9%	35.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	25.0%	≥ 51.69%	51.6%	68.8%	≥ 50.65%
8th Grade	63.0%	67.7%	≥ 59.34%	57.9%	71.0%	≥ 56.7%
10th Grade	53.2%	54.1%	≥ 49.65%	72.1%	81.1%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	65.4%	≥65.5%
17.5%	17.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	11.8%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	60.80%	72.0%
66.6%	71.20%	72.0%
60.2%	56.90%	60.25%
48.7%	54.10%	50.5%
46.3%	52.50%	50.5%
31.4%	47.50%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	26.36%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	65.45%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## TENSAS PARISH

Total Public Population: 334



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	22.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	90.00%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.4%	97.6%	96.4%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	96.3%	96.2%	96.3%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	19.2%	≥ 12.4%	18.6%	25.0%	44.2%	30.8%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	<1%	≥ 4.88%	10.6%	<1%	46.7%	3.8%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	7.7%	≥ 5.59%	8.7%	<1%	42.9%	22.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	33.3%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥0	≤ 22	≥-40	≥-10	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	75.7%	≥65.5%
17.5%	8.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	28.6%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	<5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	75.0%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	<5%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	<5%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## TERREBONNE PARISH

Total Public Population: 15425



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	87.50%	83.52%	89.90%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	9.6%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.3%	98.7%	97.6%	98.7%		96.8%	97.6%	96.8%	>99%	
8th Grade	97.5%	96.6%	96.6%	96.8%	≥ 98.8%	96.6%	96.2%	96.8%	98.3%	≥ 98.8%
10th Grade	97.7%	92.4%	95.9%	93.5%		95.6%	95.4%	96.5%	97.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	20.0%	36.6%	46.3%	≥ 12.4%	18.6%	19.8%	44.2%	56.5%	≥ 16.49%
8th Grade	5.9%	4.5%	30.2%	26.0%	≥ 4.88%	10.6%	7.8%	46.7%	51.8%	≥ 9.39%
10th Grade	8.5%	6.1%	34.9%	38.1%	≥ 5.59%	8.7%	6.5%	42.9%	51.0%	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	46.7%	≥ 51.69%	51.6%	66.7%	≥ 50.65%
8th Grade	63.0%	69.0%	≥ 59.34%	57.9%	58.6%	≥ 56.7%
10th Grade	53.2%	47.4%	≥ 49.65%	72.1%	68.4%	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-50	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	81.5%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	26.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	33.30%	72.0%
66.6%	33.30%	72.0%
60.2%	66.70%	60.25%
48.7%	<5%	50.5%
46.3%	<5%	50.5%
31.4%	<5%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>69.7%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>26.83%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>56.10%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## UNION PARISH

Total Public Population: 1873



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	75.00%	83.52%	86.62%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.2%	97.6%	97.2%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	94.7%	96.2%	94.7%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		81.9%	95.4%	72.0%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	12.0%	36.6%	18.4%	≥ 12.4%	18.6%	8.0%	44.2%	24.3%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	16.4%	≥ 4.88%	10.6%	<1%	46.7%	26.8%	≥ 9.39%
10th Grade	8.5%	18.2%	34.9%	32.4%	≥ 5.59%	8.7%	33.3%	42.9%	40.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	33.3%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	87.5%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.9%	≥65.5%
17.5%	21.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	66.70%	72.0%
Acquisition and use of knowledge and skills	66.6%	83.30%	72.0%
Appropriate behaviors to meet needs	60.2%	85.70%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	<5%	50.5%
Acquisition and use of knowledge and skills	46.3%	71.40%	50.5%
Appropriate behaviors to meet needs	31.4%	57.10%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>28.57%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>42.86%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## VERMILION PARISH

Total Public Population: 9383



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	94.92%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.5%	97.6%	98.5%	>99%	
8th Grade	98.6%	96.6%	96.6%	96.8%	≥ 98.8%	98.1%	96.2%	98.1%	98.6%	≥ 98.8%
10th Grade	92.7%	92.4%	95.9%	93.5%		95.3%	95.4%	96.4%	93.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	19.7%	36.6%	50.1%	≥ 12.4%	18.6%	25.4%	44.2%	64.9%	≥ 16.49%
8th Grade	5.9%	8.2%	30.2%	42.5%	≥ 4.88%	10.6%	19.7%	46.7%	58.7%	≥ 9.39%
10th Grade	8.5%	11.7%	34.9%	45.9%	≥ 5.59%	8.7%	13.1%	42.9%	49.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	66.7%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	62.5%	≥ 59.34%	57.9%	62.5%	≥ 56.7%
10th Grade	53.2%	75.0%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	83.7%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	6.8%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	46.20%	72.0%
66.6%	39.50%	72.0%
60.2%	37.20%	60.25%
48.7%	34.00%	50.5%
46.3%	24.00%	50.5%
31.4%	24.00%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>58.3%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>48.28%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>89.66%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## VERNON PARISH

Total Public Population: 8006



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	87.88%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.9%	98.7%	97.6%	98.7%		94.7%	97.6%	94.7%	98.9%	
8th Grade	97.6%	96.6%	96.6%	96.8%	≥ 98.8%	92.5%	96.2%	92.5%	97.6%	≥ 98.8%
10th Grade	97.2%	92.4%	95.9%	93.5%		98.5%	95.4%	98.6%	98.6%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	15.7%	36.6%	36.4%	≥ 12.4%	18.6%	28.9%	44.2%	52.7%	≥ 16.49%
8th Grade	5.9%	10.1%	30.2%	47.6%	≥ 4.88%	10.6%	20.3%	46.7%	61.8%	≥ 9.39%
10th Grade	8.5%	13.1%	34.9%	45.3%	≥ 5.59%	8.7%	11.7%	42.9%	51.1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	66.7%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	84.6%	≥ 59.34%	57.9%	84.6%	≥ 56.7%
10th Grade	53.2%	87.5%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	69.3%	≥65.5%
17.5%	24.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	9.6%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	66.70%	72.0%
Acquisition and use of knowledge and skills	66.6%	64.00%	72.0%
Appropriate behaviors to meet needs	60.2%	36.00%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	57.10%	50.5%
Acquisition and use of knowledge and skills	46.3%	39.30%	50.5%
Appropriate behaviors to meet needs	31.4%	25.00%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>28.57%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>63.27%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## WASHINGTON PARISH

Total Public Population: 4931



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	18.6%
Gifted and Talented Students	<5%	8.2%
Regular Education Students	≥80%	73.2%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	78.95%	83.52%	86.63%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.4%	98.7%	97.6%	98.7%		96.8%	97.6%	96.8%	98.4%	
8th Grade	95.8%	96.6%	96.6%	96.8%	≥ 98.8%	96.4%	96.2%	96.4%	95.8%	≥ 98.8%
10th Grade	98.3%	92.4%	95.9%	93.5%		97.8%	95.4%	97.6%	98.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	20.7%	≥ 12.4%	18.6%	3.4%	44.2%	36.7%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	29.3%	≥ 4.88%	10.6%	10.0%	46.7%	48.8%	≥ 9.39%
10th Grade	8.5%	4.7%	34.9%	32.4%	≥ 5.59%	8.7%	4.7%	42.9%	41.9%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	83.3%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	73.3%	≥ 49.65%	72.1%	80.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	78.5%	≥65.5%
17.5%	12.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	10.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	80.00%	72.0%
66.6%	60.00%	72.0%
60.2%	60.00%	60.25%
48.7%	45.50%	50.5%
46.3%	36.40%	50.5%
31.4%	18.20%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	>99%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## WEBSTER PARISH

Total Public Population: 5494



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	14.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	91.67%	83.52%	89.39%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	5.6%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.0%	97.6%	98.0%	>99%	
8th Grade	96.6%	96.6%	96.6%	96.8%	≥ 98.8%	96.0%	96.2%	96.0%	96.6%	≥ 98.8%
10th Grade	92.9%	92.4%	95.9%	93.5%		94.2%	95.4%	94.9%	98.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	1.8%	36.6%	20.5%	≥ 12.4%	18.6%	3.6%	44.2%	21.2%	≥ 16.49%
8th Grade	5.9%	2.2%	30.2%	24.3%	≥ 4.88%	10.6%	4.3%	46.7%	44.5%	≥ 9.39%
10th Grade	8.5%	2.6%	34.9%	25.1%	≥ 5.59%	8.7%	<1%	42.9%	31.5%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	60.0%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	53.8%	≥ 49.65%	72.1%	69.2%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	81.7%	≥65.5%
17.5%	10.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	<5%	60.25%
48.7%	>95%	50.5%
46.3%	>95%	50.5%
31.4%	<5%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>87.5%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>22.64%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>39.62%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## WEST BATON ROUGE PARISH

Total Public Population: 4188



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	72.22%	83.52%	85.77%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.4%	98.7%	97.6%	98.7%		98.0%	97.6%	98.0%	96.4%	
8th Grade	92.0%	96.6%	96.6%	96.8%	≥ 98.8%	97.7%	96.2%	97.7%	92.0%	≥ 98.8%
10th Grade	96.3%	92.4%	95.9%	93.5%		96.3%	95.4%	95.4%	92.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	3.8%	36.6%	24.1%	≥ 12.4%	18.6%	11.5%	44.2%	37.6%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	28.4%	≥ 4.88%	10.6%	<1%	46.7%	44.6%	≥ 9.39%
10th Grade	8.5%	15.4%	34.9%	44.7%	≥ 5.59%	8.7%	<1%	42.9%	36.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	75.0%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	73.6%	≥65.5%
17.5%	14.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	58.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	81.50%	72.0%
Acquisition and use of knowledge and skills	66.6%	82.80%	72.0%
Appropriate behaviors to meet needs	60.2%	65.50%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	61.30%	50.5%
Acquisition and use of knowledge and skills	46.3%	54.80%	50.5%
Appropriate behaviors to meet needs	31.4%	29.00%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>33.33%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>66.67%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## WEST CARROLL PARISH

Total Public Population: 1824



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	14.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		93.3%	97.6%	93.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.8%	96.2%	98.8%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		97.4%	95.4%	98.0%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	20.0%	36.6%	38.8%	≥ 12.4%	18.6%	25.0%	44.2%	38.8%	≥ 16.49%
8th Grade	5.9%	8.3%	30.2%	35.7%	≥ 4.88%	10.6%	16.7%	46.7%	44.8%	≥ 9.39%
10th Grade	8.5%	5.6%	34.9%	33.3%	≥ 5.59%	8.7%	7.7%	42.9%	44.4%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	75.0%	≥ 59.34%	57.9%	75.0%	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	75.6%	≥65.5%
17.5%	15.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	16.7%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	>95%	72.0%
Acquisition and use of knowledge and skills	66.6%	66.70%	72.0%
Appropriate behaviors to meet needs	60.2%	>95%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	33.30%	50.5%
Acquisition and use of knowledge and skills	46.3%	<5%	50.5%
Appropriate behaviors to meet needs	31.4%	<5%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>&lt;5%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>25.00%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## WEST FELICIANA PARISH

Total Public Population: 2193



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.8%
Gifted and Talented Students	<5%	6.8%
Regular Education Students	≥80%	77.4%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	53.85%	83.52%	93.79%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.7%	97.6%	98.7%	>99%	
8th Grade	90.0%	96.6%	96.6%	96.8%	≥ 98.8%	94.8%	96.2%	95.4%	90.0%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	97.8%	93.8%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	17.6%	36.6%	50.0%	≥ 12.4%	18.6%	41.2%	44.2%	59.1%	≥ 16.49%
8th Grade	5.9%	12.5%	30.2%	48.6%	≥ 4.88%	10.6%	12.5%	46.7%	50.7%	≥ 9.39%
10th Grade	8.5%	16.7%	34.9%	61.5%	≥ 5.59%	8.7%	27.3%	42.9%	60.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	75.0%	≥ 49.65%	72.1%	50.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-50	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	67.0%	≥65.5%
17.5%	25.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	26.9%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	86.70%	72.0%
66.6%	87.50%	72.0%
60.2%	72.20%	60.25%
48.7%	57.90%	50.5%
46.3%	<5%	50.5%
31.4%	42.10%	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>44.44%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>66.67%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## WINN PARISH

Total Public Population: 1955



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	14.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	86.67%	83.52%	87.31%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.0%	98.7%	97.6%	98.7%		96.3%	97.6%	96.3%	96.0%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	97.4%	96.2%	97.4%	>99%	≥ 98.8%
10th Grade	96.4%	92.4%	95.9%	93.5%		98.0%	95.4%	98.8%	96.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	9.5%	36.6%	25.8%	≥ 12.4%	18.6%	19.0%	44.2%	33.6%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	12.6%	≥ 4.88%	10.6%	<1%	46.7%	37.1%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	31.0%	≥ 5.59%	8.7%	<1%	42.9%	35.8%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	85.7%	≥ 59.34%	57.9%	85.7%	≥ 56.7%
10th Grade	53.2%	80.0%	≥ 49.65%	72.1%	80.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	76.8%	≥65.5%
17.5%	15.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	17.4%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	40.0%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	10.53%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	52.63%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## CITY OF MONROE SCHOOL DISTRICT

Total Public Population: 8235



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.7%
Gifted and Talented Students	<5%	9.4%
Regular Education Students	≥80%	74.9%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	91.18%	83.52%	89.11%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	6.8%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.0%	97.6%	98.0%	>99%	
8th Grade	95.0%	96.6%	96.6%	96.8%	≥ 98.8%	96.9%	96.2%	96.7%	95.0%	≥ 98.8%
10th Grade	92.6%	92.4%	95.9%	93.5%		93.4%	95.4%	94.7%	91.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	11.1%	36.6%	28.0%	≥ 12.4%	18.6%	14.4%	44.2%	32.1%	≥ 16.49%
8th Grade	5.9%	3.4%	30.2%	18.0%	≥ 4.88%	10.6%	5.2%	46.7%	28.9%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	20.5%	≥ 5.59%	8.7%	<1%	42.9%	31.3%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	45.5%	≥ 51.69%	51.6%	54.5%	≥ 50.65%
8th Grade	63.0%	55.6%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	60.0%	≥ 49.65%	72.1%	64.3%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	75.8%	≥65.5%
17.5%	7.5%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	17.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	28.9%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	17.90%	72.0%
Acquisition and use of knowledge and skills	66.6%	23.30%	72.0%
Appropriate behaviors to meet needs	60.2%	30.80%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	12.90%	50.5%
Acquisition and use of knowledge and skills	46.3%	9.70%	50.5%
Appropriate behaviors to meet needs	31.4%	16.10%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	88.0%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	<5%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	50.00%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile CITY OF BOGALUSA SCHOOL DISTRICT

Total Public Population: 1867



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	16.2%
Gifted and Talented Students	<5%	9.2%
Regular Education Students	≥80%	74.6%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

## GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	55.56%	83.52%	76.32%	≥57.0%

## DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

## STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	90.5%	98.7%	97.6%	98.7%		94.4%	97.6%	94.4%	90.5%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	96.7%	96.2%	96.7%	95.8%	≥ 98.8%
10th Grade	86.4%	92.4%	95.9%	93.5%		95.2%	95.4%	97.7%	95.2%	

### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	13.8%	≥ 12.4%	18.6%	5.9%	44.2%	26.7%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	<1%	≥ 4.88%	10.6%	<1%	46.7%	15.9%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	15.8%	≥ 5.59%	8.7%	<1%	42.9%	22.1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	66.7%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	79.6%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	5.6%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	14.30%	72.0%
Acquisition and use of knowledge and skills	66.6%	14.30%	72.0%
Appropriate behaviors to meet needs	60.2%	42.90%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	<5%	50.5%
Acquisition and use of knowledge and skills	46.3%	14.30%	50.5%
Appropriate behaviors to meet needs	31.4%	<5%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	40.0%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	NA	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	25.00%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	25.00%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ZACHARY COMMUNITY SCHOOL DISTRICT

Total Public Population: 5558



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

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For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.8%
Gifted and Talented Students	<5%	7.0%
Regular Education Students	≥80%	83.2%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	88.00%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.4%	98.7%	97.6%	98.7%		96.8%	97.6%	96.8%	97.4%	
8th Grade	97.1%	96.6%	96.6%	96.8%	≥ 98.8%	99.0%	96.2%	99.0%	97.1%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		97.8%	95.4%	97.9%	96.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	17.6%	36.6%	52.4%	≥ 12.4%	18.6%	29.4%	44.2%	68.9%	≥ 16.49%
8th Grade	5.9%	3.7%	30.2%	45.2%	≥ 4.88%	10.6%	14.8%	46.7%	73.1%	≥ 9.39%
10th Grade	8.5%	20.0%	34.9%	62.1%	≥ 5.59%	8.7%	25.0%	42.9%	67.1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	75.0%	≥ 50.65%
8th Grade	63.0%	71.4%	≥ 59.34%	57.9%	57.1%	≥ 56.7%
10th Grade	53.2%	16.7%	≥ 49.65%	72.1%	28.6%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-50	≤ 22	≥-40	≥-60	≤ 34.71
10th Grade	≥-30	≥-50	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	51.8%	≥65.5%
17.5%	15.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	53.30%	72.0%
66.6%	41.20%	72.0%
60.2%	50.00%	60.25%
48.7%	<5%	50.5%
46.3%	47.60%	50.5%
31.4%	28.60%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>&gt;99%</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>36.36%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>69.70%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## CITY OF BAKER SCHOOL DISTRICT

Total Public Population: 1004



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	9.09%	83.52%	62.32%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.2%	97.6%	96.2%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	95.7%	96.2%	95.7%	>99%	≥ 98.8%
10th Grade	85.7%	92.4%	95.9%	93.5%		82.7%	95.4%	83.5%	88.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	10.0%	≥ 12.4%	18.6%	<1%	44.2%	18.0%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	5.8%	≥ 4.88%	10.6%	<1%	46.7%	11.6%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	9.9%	≥ 5.59%	8.7%	<1%	42.9%	9.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	61.0%	≥65.5%
17.5%	12.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	81.3%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	<1%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## CENTRAL COMMUNITY SCHOOL DISTRICT



**Total Public Population: 4853**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.6%
Gifted and Talented Students	<5%	8.5%
Regular Education Students	≥80%	81.9%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	73.91%	83.52%	92.42%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	8.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.8%	97.6%	98.8%	>99%	
8th Grade	96.6%	96.6%	96.6%	96.8%	≥ 98.8%	98.0%	96.2%	98.0%	96.6%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		95.9%	95.4%	95.5%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	23.5%	36.6%	65.4%	≥ 12.4%	18.6%	29.4%	44.2%	70.1%	≥ 16.49%
8th Grade	5.9%	13.6%	30.2%	57.7%	≥ 4.88%	10.6%	9.1%	46.7%	48.5%	≥ 9.39%
10th Grade	8.5%	10.3%	34.9%	52.7%	≥ 5.59%	8.7%	16.7%	42.9%	59.4%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	75.0%	≥ 49.65%	72.1%	75.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-50	≤ 19.5	≥-30	≥-50	≤ 25.25
8th Grade	≥-30	≥-50	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-50	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	73.2%	≥65.5%
17.5%	8.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	78.60%	72.0%
66.6%	75.00%	72.0%
60.2%	68.40%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	60.00%	50.5%
46.3%	65.00%	50.5%
31.4%	50.00%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	54.5%	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	40.91%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	63.64%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## SPECIAL SCHOOL DISTRICT

Total Public Population: 152



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	86.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥10%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	<5%	83.52%	<5%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	25.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	41.7%	96.6%	96.6%	96.8%	≥ 98.8%	53.3%	96.2%	66.7%	58.3%	≥ 98.8%
10th Grade	44.0%	92.4%	95.9%	93.5%		39.3%	95.4%	48.1%	52.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	<1%	≥ 4.88%	10.6%	N/A	46.7%	33.3%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	20.0%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	36.4%	≥ 49.65%	72.1%	38.5%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	24.1%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	<5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## LOUISIANA SCHOOL FOR MATH SCIENCE & THE ARTS

### Total Public Population: 316



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	<5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	>95%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		<1%	95.4%	<1%	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	N/A	≥65.5%
17.5%	N/A	≤13.4%
<5%	N/A	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LA SCHOOLS FOR THE DEAF AND VISUALLY IMPAIRED

### Total Public Population: 154



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	>95%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	<5%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	90.48%	83.52%	90.48%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	92.3%	92.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	7.7%	36.6%	7.7%	≥ 12.4%	18.6%	23.1%	44.2%	23.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	<1%	≥ 4.88%	10.6%	25.0%	46.7%	25.0%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	<1%	≥ 5.59%	8.7%	<1%	42.9%	<1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	66.7%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥0	≤ 25.25
8th Grade	≥-30	≥0	≤ 22	≥-40	≥0	≤ 34.71
10th Grade	≥-30	≥0	≤ 26.25	≥-40	≥0	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	<5%	≥65.5%
17.5%	<5%	≤13.4%
<5%	>99%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	>99%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	33.33%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	60.00%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LSU LABORATORY SCHOOL

Total Public Population: 1457



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	<5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	>95%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		94.6%	97.6%	94.6%	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	94.4%	96.2%	93.6%	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		>99%	95.4%	>99%	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	81.9%	≥ 12.4%	18.6%	N/A	44.2%	87.6%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	81.2%	≥ 4.88%	10.6%	N/A	46.7%	87.2%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	58.3%	≥ 5.59%	8.7%	N/A	42.9%	69.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	N/A	≥65.5%
17.5%	N/A	≤13.4%
<5%	N/A	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## SOUTHERN UNIVERSITY LAB SCHOOL



**Total Public Population: 743**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	<5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	>95%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	72.46%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		87.5%	97.6%	87.5%	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	92.2%	96.2%	92.2%	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		95.0%	95.4%	94.8%	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	14.3%	≥ 12.4%	18.6%	N/A	44.2%	38.8%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	10.6%	≥ 4.88%	10.6%	N/A	46.7%	53.2%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	24.6%	≥ 5.59%	8.7%	N/A	42.9%	45.5%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	N/A	≥65.5%
17.5%	N/A	≤13.4%
<5%	N/A	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## NEW VISION LEARNING ACADEMY

Total Public Population: 243



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	14.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	22.7%	≥ 12.4%	18.6%	<1%	44.2%	40.9%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-50	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	82.4%	≥65.5%
17.5%	17.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## V. B. GLENCOE CHARTER SCHOOL

Total Public Population: 438



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	8.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	95.2%	96.2%	95.2%	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	29.3%	≥ 12.4%	18.6%	50.0%	44.2%	36.6%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	75.0%	≥ 4.88%	10.6%	N/A	46.7%	60.0%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	84.6%	≥ 5.59%	8.7%	N/A	42.9%	74.1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥10	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-90	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	80.6%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## INTERNATIONAL SCHOOL OF LOUISIANA



**Total Public Population: 1184**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.8%	96.2%	98.8%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	45.0%	≥ 12.4%	18.6%	35.7%	44.2%	62.6%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	40.7%	≥ 4.88%	10.6%	50.0%	46.7%	72.8%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-50	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-50	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## AVOYELLES PUBLIC CHARTER SCHOOL



**Total Public Population: 705**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	6.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	<5%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	50.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		96.5%	95.4%	98.4%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	60.0%	≥ 12.4%	18.6%	<1%	44.2%	52.0%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	46.8%	≥ 4.88%	10.6%	<1%	46.7%	63.8%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	58.2%	≥ 5.59%	8.7%	<1%	42.9%	81.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-60	≤ 19.5	≥-30	≥-60	≤ 25.25
8th Grade	≥-30	≥-50	≤ 22	≥-40	≥-70	≤ 34.71
10th Grade	≥-30	≥-60	≤ 26.25	≥-40	≥-90	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	73.7%	≥65.5%
17.5%	26.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## NEW ORLEANS CENTER FOR CREATIVE ARTS



**Total Public Population: 239**

Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	<5%
Gifted and Talented Students	<5%	5.4%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		86.9%	95.4%	86.9%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	56.6%	≥ 5.59%	8.7%	<1%	42.9%	73.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-60	≤ 26.25	≥-40	≥-80	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	<5%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	<5%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## DELHI CHARTER SCHOOL

Total Public Population: 733



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	8.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	87.50%	83.52%	92.31%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	85.7%	92.4%	95.9%	93.5%		97.1%	95.4%	97.0%	83.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	3.7%	≥ 12.4%	18.6%	<1%	44.2%	25.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	21.2%	≥ 4.88%	10.6%	<1%	46.7%	45.5%	≥ 9.39%
10th Grade	8.5%	40.0%	34.9%	25.4%	≥ 5.59%	8.7%	<1%	42.9%	31.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	<1%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥10	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	88.9%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	40.00%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	80.00%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## BELLE CHASSE ACADEMY

Total Public Population: 859



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.8%
Gifted and Talented Students	<5%	5.9%
Regular Education Students	≥80%	81.3%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		95.7%	97.6%	95.7%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.8%	96.2%	98.8%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	46.2%	36.6%	61.4%	≥ 12.4%	18.6%	53.8%	44.2%	77.3%	≥ 16.49%
8th Grade	5.9%	70.0%	30.2%	75.3%	≥ 4.88%	10.6%	60.0%	46.7%	82.4%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	23.1%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## THE MAX CHARTER SCHOOL

Total Public Population: 115



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	19.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	92.3%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	<1%	≥ 12.4%	18.6%	<1%	44.2%	5.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	8.3%	≥ 4.88%	10.6%	<1%	46.7%	<1%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥0	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	>95%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## D'ARBONNE WOODS CHARTER SCHOOL



**Total Public Population: 973**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	33.3%	36.6%	43.2%	≥ 12.4%	18.6%	16.7%	44.2%	40.5%	≥ 16.49%
8th Grade	5.9%	20.0%	30.2%	80.3%	≥ 4.88%	10.6%	60.0%	46.7%	93.4%	≥ 9.39%
10th Grade	8.5%	30.0%	34.9%	63.4%	≥ 5.59%	8.7%	33.3%	42.9%	68.1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-70	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-40	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	90.3%	≥65.5%
17.5%	8.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>37.50%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>62.50%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## MADISON PREPARATORY ACADEMY

Total Public Population: 546



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	5.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	87.5%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	87.5%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	27.3%	≥ 5.59%	8.7%	<1%	42.9%	34.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	<5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS



**Total Public Population: 372**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	7.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	60.00%	83.52%	59.62%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	77.8%	92.4%	95.9%	93.5%		89.6%	95.4%	88.2%	77.8%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	6.6%	≥ 5.59%	8.7%	<1%	42.9%	26.8%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	84.6%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	<5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## UNIVERSITY VIEW ACADEMY, INC. (FRM LA CONNECTIONS)

### Total Public Population: 3708



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	62.07%	83.52%	68.56%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	53.2%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	89.5%	98.7%	97.6%	98.7%		78.2%	97.6%	78.7%	89.5%	
8th Grade	80.0%	96.6%	96.6%	96.8%	≥ 98.8%	76.7%	96.2%	77.0%	80.0%	≥ 98.8%
10th Grade	81.6%	92.4%	95.9%	93.5%		91.4%	95.4%	91.4%	82.1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	5.9%	36.6%	17.0%	≥ 12.4%	18.6%	17.6%	44.2%	38.6%	≥ 16.49%
8th Grade	5.9%	4.9%	30.2%	19.9%	≥ 4.88%	10.6%	12.2%	46.7%	46.1%	≥ 9.39%
10th Grade	8.5%	7.7%	34.9%	33.8%	≥ 5.59%	8.7%	18.5%	42.9%	53.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	14.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>36.67%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>56.67%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LAKE CHARLES CHARTER ACADEMY

Total Public Population: 880



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	90.0%	98.7%	97.6%	98.7%		98.9%	97.6%	98.9%	90.0%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	22.2%	36.6%	35.2%	≥ 12.4%	18.6%	22.2%	44.2%	34.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	22.3%	≥ 4.88%	10.6%	<1%	46.7%	50.9%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-60	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs		No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?		No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Inside Regular Class 80% or more of the day	67.8%	>99%	≥65.5%
Inside Regular Class less than 40% of the day	17.5%	<5%	≤13.4%
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	≤1.3%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program	13.4%	25.0%	≥25.0%
Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility	5.2%	<5%	≤4.0%
Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home	<5%	<5%	≤3.34%

OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
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	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LYCEE FRANCAIS DE LA NOUVELLE-ORLEANS



**Total Public Population: 1077**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.5%
Gifted and Talented Students	<5%	10.7%
Regular Education Students	≥80%	79.9%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.6%	97.6%	97.6%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	95.7%	96.2%	95.6%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		95.6%	95.4%	94.0%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	12.5%	36.6%	45.7%	≥ 12.4%	18.6%	50.0%	44.2%	54.3%	≥ 16.49%
8th Grade	5.9%	10.0%	30.2%	40.4%	≥ 4.88%	10.6%	30.0%	46.7%	73.6%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	44.2%	≥ 5.59%	8.7%	50.0%	42.9%	80.9%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥-50	≤ 26.25	≥-40	≥-40	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	91.9%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	14.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	<5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	50.0%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## NEW ORLEANS MILITARY & MARITIME ACADEMY



**Total Public Population: 953**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

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For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	66.67%	83.52%	90.85%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	14.3%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	96.8%	96.2%	96.8%	>99%	≥ 98.8%
10th Grade	91.7%	92.4%	95.9%	93.5%		96.7%	95.4%	97.3%	91.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	10.2%	≥ 4.88%	10.6%	10.0%	46.7%	28.0%	≥ 9.39%
10th Grade	8.5%	9.5%	34.9%	21.2%	≥ 5.59%	8.7%	25.0%	42.9%	34.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	85.5%	≥65.5%
17.5%	12.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## THE NET CHARTER HIGH SCHOOL

Total Public Population: 130



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	33.33%	83.52%	30.00%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	58.3%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	83.3%	96.2%	83.3%	>99%	≥ 98.8%
10th Grade	50.0%	92.4%	95.9%	93.5%		68.8%	95.4%	73.1%	83.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	<1%	≥ 4.88%	10.6%	<1%	46.7%	<1%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	9.1%	≥ 5.59%	8.7%	<1%	42.9%	26.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	≥0	≤ 22	≥-40	≥0	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	83.3%	≥65.5%
17.5%	12.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## THE NET 2 CHARTER HIGH SCHOOL

Total Public Population: 137



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	16.67%	83.52%	19.40%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	58.3%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	50.0%	96.2%	50.0%	N/A	≥ 98.8%
10th Grade	80.0%	92.4%	95.9%	93.5%		62.5%	95.4%	83.3%	75.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	<1%	≥ 4.88%	10.6%	N/A	46.7%	33.3%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	<1%	≥ 5.59%	8.7%	<1%	42.9%	10.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥0	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## NEW ORLEANS ACCELERATED HIGH SCHOOL



**Total Public Population: 125**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	41.67%	83.52%	33.33%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	80.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		61.1%	95.4%	83.3%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	10.0%	≥ 5.59%	8.7%	<1%	42.9%	<1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	≥0	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	79.3%	≥65.5%
17.5%	10.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## HARRIET TUBMAN CHARTER SCHOOL

Total Public Population: 816



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		95.3%	97.6%	95.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	94.4%	96.2%	94.4%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	5.0%	≥ 12.4%	18.6%	8.3%	44.2%	17.5%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	7.4%	≥ 4.88%	10.6%	5.9%	46.7%	18.5%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	27.3%	≥65.5%
17.5%	50.9%	≤13.4%
<5%	6.4%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	16.7%	≤4.0%
<5%	<5%	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## DOROTHY HEIGHT CHARTER SCHOOL

Total Public Population: 790



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	16.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.6%	97.6%	96.6%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	97.6%	96.2%	98.8%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	3.7%	≥ 12.4%	18.6%	<1%	44.2%	12.2%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	12.8%	≥ 4.88%	10.6%	<1%	46.7%	17.7%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	24.8%	≥65.5%
17.5%	52.4%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	8.3%	≥25.0%
5.2%	16.7%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	96.0%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## FANNIE C. WILLIAMS CHARTER SCHOOL



**Total Public Population: 449**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.4%	97.6%	97.4%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	8.1%	≥ 12.4%	18.6%	<1%	44.2%	27.0%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	2.0%	≥ 4.88%	10.6%	<1%	46.7%	18.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.8%	≥65.5%
17.5%	14.6%	≤13.4%
<5%	<5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	33.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## MORRIS JEFF COMMUNITY SCHOOL

Total Public Population: 1421



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	17.2%
Gifted and Talented Students	<5%	6.6%
Regular Education Students	≥80%	76.1%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	53.85%	83.52%	72.29%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	75.0%	98.7%	97.6%	98.7%		91.1%	97.6%	91.1%	75.0%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	95.7%	96.2%	96.8%	>99%	≥ 98.8%
10th Grade	96.0%	92.4%	95.9%	93.5%		91.4%	95.4%	92.5%	95.5%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	25.0%	36.6%	32.4%	≥ 12.4%	18.6%	25.0%	44.2%	43.7%	≥ 16.49%
8th Grade	5.9%	10.0%	30.2%	21.6%	≥ 4.88%	10.6%	20.0%	46.7%	37.5%	≥ 9.39%
10th Grade	8.5%	10.0%	34.9%	12.7%	≥ 5.59%	8.7%	17.6%	42.9%	31.8%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	>99%	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-20	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	80.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## RENEW LAUREL ELEMENTARY

Total Public Population: 641



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	44.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥50%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.0%	97.6%	98.0%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	96.1%	96.2%	96.1%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	10.9%	≥ 12.4%	18.6%	9.1%	44.2%	15.2%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	10.0%	≥ 4.88%	10.6%	<1%	46.7%	27.1%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	33.3%	≥ 50.65%
8th Grade	63.0%	66.7%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.3%	≥65.5%
17.5%	17.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	28.1%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	55.90%	72.0%
66.6%	58.80%	72.0%
60.2%	58.30%	60.25%
48.7%	47.40%	50.5%
46.3%	50.00%	50.5%
31.4%	28.90%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## RENEW DOLORES T. AARON ELEMENTARY

Total Public Population: 686



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	18.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.3%	97.6%	97.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.8%	96.2%	98.8%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	11.3%	≥ 12.4%	18.6%	6.7%	44.2%	25.4%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	11.4%	≥ 4.88%	10.6%	<1%	46.7%	34.2%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	60.4%	≥65.5%
17.5%	26.4%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	20.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	6.7%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## RENEW SCHAUMBURG ELEMENTARY

Total Public Population: 629



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	21.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		92.5%	97.6%	92.5%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	94.5%	96.2%	94.5%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	2.1%	≥ 12.4%	18.6%	<1%	44.2%	14.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	7.3%	≥ 4.88%	10.6%	<1%	46.7%	20.7%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	25.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	56.1%	≥65.5%
17.5%	22.8%	≤13.4%
<5%	6.1%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	36.4%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ARISE ACADEMY

Total Public Population: 336



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	75.0%	96.6%	96.6%	96.8%	≥ 98.8%	94.0%	96.2%	94.0%	75.0%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	13.8%	≥ 12.4%	18.6%	<1%	44.2%	17.2%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	4.8%	≥ 4.88%	10.6%	<1%	46.7%	12.7%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	45.7%	≥65.5%
17.5%	45.7%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## MILDRED OSBORNE CHARTER SCHOOL



**Total Public Population: 381**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	17.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.8%	97.6%	97.8%	>99%	
8th Grade	92.3%	96.6%	96.6%	96.8%	≥ 98.8%	97.5%	96.2%	96.3%	92.3%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	2.3%	≥ 12.4%	18.6%	<1%	44.2%	13.6%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	7.8%	≥ 4.88%	10.6%	9.1%	46.7%	25.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	35.4%	≥65.5%
17.5%	49.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## SUCCESS @ THURGOOD MARSHALL

Total Public Population: 428



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	80.0%	98.7%	97.6%	98.7%		96.0%	97.6%	96.0%	80.0%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.2%	96.2%	98.2%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	50.0%	36.6%	21.7%	≥ 12.4%	18.6%	50.0%	44.2%	26.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	7.5%	≥ 4.88%	10.6%	<1%	46.7%	11.3%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥20	≤ 19.5	≥-30	≥20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	65.6%	≥65.5%
17.5%	28.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## AKILI ACADEMY OF NEW ORLEANS

Total Public Population: 593



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	17.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.8%	97.6%	97.8%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	96.7%	96.2%	96.7%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	<1%	≥ 12.4%	18.6%	<1%	44.2%	4.5%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	1.2%	≥ 4.88%	10.6%	<1%	46.7%	18.8%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	58.7%	≥65.5%
17.5%	18.3%	≤13.4%
<5%	5.8%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	25.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## ABRAMSON SCI ACADEMY

Total Public Population: 619



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	16.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	87.50%	83.52%	85.16%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	7.1%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	93.9%	92.4%	95.9%	93.5%		96.1%	95.4%	96.5%	96.7%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	16.1%	≥ 5.59%	8.7%	3.8%	42.9%	19.9%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	<1%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	71.6%	≥65.5%
17.5%	6.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>50.0%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>78.4%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>90.20%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## G W CARVER HIGH SCHOOL

Total Public Population: 753



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	19.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	81.82%	83.52%	78.70%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	28.6%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	88.9%	92.4%	95.9%	93.5%		92.1%	95.4%	93.5%	90.2%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	5.3%	34.9%	16.5%	≥ 5.59%	8.7%	3.7%	42.9%	14.1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	40.0%	≥ 49.65%	72.1%	70.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	69.9%	≥65.5%
17.5%	14.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LIVINGSTON COLLEGIATE ACADEMY

Total Public Population: 575



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	17.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	52.38%	83.52%	72.36%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	60.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	93.5%	92.4%	95.9%	93.5%		95.8%	95.4%	95.1%	94.1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	4.0%	34.9%	19.5%	≥ 5.59%	8.7%	<1%	42.9%	16.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	75.0%	≥ 49.65%	72.1%	75.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.2%	≥65.5%
17.5%	7.4%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## WALTER L. COHEN COLLEGE PREP

Total Public Population: 152



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	23.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	62.50%	83.52%	50.75%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		95.8%	95.4%	97.4%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	<1%	≥ 5.59%	8.7%	14.3%	42.9%	8.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥0	≤ 26.25	≥-40	≥0	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	56.8%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	<5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## KENILWORTH SCIENCE AND TECHNOLOGY CHARTER SCHOOL

Total Public Population: 378



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	>95%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%	≥ 98.8%	N/A	97.6%	N/A	N/A	≥ 98.8%
8th Grade	>99%	96.6%	96.6%	96.8%		97.0%	96.2%	96.3%	93.8%	
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	8.5%	≥ 4.88%	10.6%	<1%	46.7%	20.8%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	62.2%	≥65.5%
17.5%	26.7%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## JAMES M. SINGLETON CHARTER SCHOOL



**Total Public Population: 229**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	97.0%	96.2%	95.2%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	6.9%	≥ 12.4%	18.6%	<1%	44.2%	3.4%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	13.3%	≥ 4.88%	10.6%	<1%	46.7%	5.6%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-10	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## MARTIN BEHRMAN CHARTER ACAD OF CREATIVE ARTS & SCI

Total Public Population: 950



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		94.7%	97.6%	94.7%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	95.1%	96.2%	95.1%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	2.3%	≥ 12.4%	18.6%	<1%	44.2%	17.2%	≥ 16.49%
8th Grade	5.9%	8.3%	30.2%	12.5%	≥ 4.88%	10.6%	8.3%	46.7%	31.3%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	74.4%	≥65.5%
17.5%	5.8%	≤13.4%
<5%	<5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	28.6%	≥25.0%
5.2%	7.1%	≤4.0%
<5%	<5%	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## L.B. LANDRY HIGH SCHOOL

Total Public Population: 746



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	42.42%	83.52%	74.09%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	81.8%	92.4%	95.9%	93.5%		85.0%	95.4%	83.5%	88.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	7.0%	≥ 5.59%	8.7%	<1%	42.9%	8.8%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	83.5%	≥65.5%
17.5%	7.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>62.50%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>87.50%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LINWOOD CHARTER SCHOOL

Total Public Population: 1050



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	6.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.3%	97.6%	96.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	3.8%	≥ 12.4%	18.6%	<1%	44.2%	18.3%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	8.2%	≥ 4.88%	10.6%	<1%	46.7%	16.3%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	77.8%	≥65.5%
17.5%	15.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>85.7%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## SOPHIE B. WRIGHT INSTITUTE OF ACADEMIC EXCELLENCE

Total Public Population: 472



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	83.33%	83.52%	83.33%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		92.3%	95.4%	92.6%	90.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	16.7%	≥ 5.59%	8.7%	<1%	42.9%	15.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&lt;1%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>&gt;95%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>&gt;95%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## KIPP BELIEVE

Total Public Population: 705



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	17.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.6%	97.6%	96.6%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	10.0%	36.6%	8.4%	≥ 12.4%	18.6%	<1%	44.2%	19.3%	≥ 16.49%
8th Grade	5.9%	16.7%	30.2%	17.0%	≥ 4.88%	10.6%	16.7%	46.7%	31.8%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	44.0%	≥65.5%
17.5%	38.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	14.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	92.0%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## KIPP MORIAL

Total Public Population: 927



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	90.0%	98.7%	97.6%	98.7%		97.8%	97.6%	97.8%	90.0%	
8th Grade	90.9%	96.6%	96.6%	96.8%	≥ 98.8%	97.3%	96.2%	97.3%	90.9%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	12.5%	36.6%	16.3%	≥ 12.4%	18.6%	12.5%	44.2%	23.3%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	15.1%	≥ 4.88%	10.6%	22.2%	46.7%	48.1%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	40.9%	≥65.5%
17.5%	51.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## KIPP CENTRAL CITY

Total Public Population: 860



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.1%	97.6%	96.1%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.1%	96.2%	98.1%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	4.1%	≥ 12.4%	18.6%	<1%	44.2%	6.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	12.9%	≥ 4.88%	10.6%	<1%	46.7%	44.6%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	65.7%	≥65.5%
17.5%	24.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	33.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## FREDERICK A. DOUGLASS HIGH SCHOOL



**Total Public Population: 657**

Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	16.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	80.00%	83.52%	92.09%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	12.5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		98.4%	95.4%	98.7%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	24.6%	≥ 5.59%	8.7%	4.3%	42.9%	24.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	67.3%	≥65.5%
17.5%	26.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## KIPP LEADERSHIP

Total Public Population: 795



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		94.6%	97.6%	94.6%	>99%	
8th Grade	94.1%	96.6%	96.6%	96.8%	≥ 98.8%	94.4%	96.2%	94.4%	94.1%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	12.6%	≥ 12.4%	18.6%	<1%	44.2%	29.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	5.9%	≥ 4.88%	10.6%	<1%	46.7%	25.5%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	54.7%	≥65.5%
17.5%	25.3%	≤13.4%
<5%	<5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	33.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	60.0%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## KIPP EAST

Total Public Population: 804



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	80.0%	98.7%	97.6%	98.7%		96.3%	97.6%	96.3%	80.0%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	11.8%	≥ 12.4%	18.6%	14.3%	44.2%	30.3%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	62.2%	≥65.5%
17.5%	34.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## BOOKER T. WASHINGTON HIGH SCHOOL



**Total Public Population: 738**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	61.54%	83.52%	86.61%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	97.3%	92.4%	95.9%	93.5%		98.0%	95.4%	98.2%	97.2%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	4.1%	≥ 5.59%	8.7%	<1%	42.9%	9.5%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	86.3%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## JOHN F. KENNEDY HIGH SCHOOL

Total Public Population: 552



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	16.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	40.00%	83.52%	73.45%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	37.5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	79.2%	92.4%	95.9%	93.5%		95.2%	95.4%	95.8%	80.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	5.1%	≥ 5.59%	8.7%	<1%	42.9%	8.8%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	81.1%	≥65.5%
17.5%	5.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## SAMUEL J. GREEN CHARTER SCHOOL

Total Public Population: 461



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		91.3%	97.6%	91.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	14.6%	≥ 12.4%	18.6%	<1%	44.2%	31.7%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	10.9%	≥ 4.88%	10.6%	12.5%	46.7%	32.8%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	78.8%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	25.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	66.70%	72.0%
66.6%	71.40%	72.0%
60.2%	37.50%	60.25%
48.7%	62.50%	50.5%
46.3%	62.50%	50.5%
31.4%	12.50%	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>51.3%</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ARTHUR ASHE CHARTER SCHOOL

Total Public Population: 786



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	14.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	91.7%	98.7%	97.6%	98.7%		95.5%	97.6%	95.5%	91.7%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	99.0%	96.2%	99.0%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	15.7%	≥ 12.4%	18.6%	22.2%	44.2%	34.9%	≥ 16.49%
8th Grade	5.9%	16.7%	30.2%	15.8%	≥ 4.88%	10.6%	25.0%	46.7%	32.6%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	33.3%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥0	≤ 22	≥-40	≥-10	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	60.8%	≥65.5%
17.5%	26.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	50.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## PHILLIS WHEATLEY COMMUNITY SCHOOL



**Total Public Population: 766**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		93.7%	97.6%	93.7%	>99%	
8th Grade	86.7%	96.6%	96.6%	96.8%	≥ 98.8%	96.6%	96.2%	96.6%	86.7%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	<1%	≥ 12.4%	18.6%	14.3%	44.2%	14.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	16.9%	≥ 4.88%	10.6%	<1%	46.7%	32.5%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	33.3%	≥ 51.69%	51.6%	66.7%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥0	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	44.6%	≥65.5%
17.5%	34.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	11.1%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## LANGSTON HUGHES CHARTER ACADEMY



**Total Public Population: 724**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.9%	96.2%	98.9%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	13.0%	≥ 12.4%	18.6%	40.0%	44.2%	29.0%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	14.9%	≥ 4.88%	10.6%	<1%	46.7%	31.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥10	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	41.6%	≥65.5%
17.5%	41.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## FIRSTLINE LIVE OAK

Total Public Population: 320



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	>95%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		92.0%	97.6%	92.0%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.3%	96.2%	98.3%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	8.7%	≥ 12.4%	18.6%	<1%	44.2%	21.7%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	16.1%	≥ 4.88%	10.6%	33.3%	46.7%	44.6%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	75.8%	≥65.5%
17.5%	18.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LANIER CHARTER SCHOOL

Total Public Population: 266



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	7.1%	≥ 12.4%	18.6%	<1%	44.2%	11.9%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	93.8%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## DALTON CHARTER SCHOOL

Total Public Population: 228



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This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		93.5%	97.6%	93.5%	>99%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	20.0%	36.6%	13.8%	≥ 12.4%	18.6%	20.0%	44.2%	13.8%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥0	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	91.9%	≥65.5%
17.5%	8.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## GLEN OAKS MIDDLE SCHOOL

Total Public Population: 200



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	18.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					2021-2022 STATE TARGET	ELA				2021-2022 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET		SPECIAL EDUCATION		GENERAL EDUCATION		
	STATE	DISTRICT	STATE	DISTRICT			STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A		
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	95.9%	96.2%	95.9%	>99%	≥ 98.8%	
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A		

#### PROFICIENCY RATE

GRADE LEVEL	MATH					2021-2022 STATE TARGET	ELA				2021-2022 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET		SPECIAL EDUCATION		GENERAL EDUCATION		
	STATE	DISTRICT	STATE	DISTRICT			STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%	
8th Grade	5.9%	<1%	30.2%	<1%	≥ 4.88%	10.6%	<1%	46.7%	15.6%	≥ 9.39%	
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%	

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	≥0	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	94.4%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## THRIVE ACADEMY

Total Public Population: 182



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	<5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	>95%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	75.00%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	88.2%	96.2%	88.2%	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		92.0%	95.4%	92.3%	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	3.3%	≥ 4.88%	10.6%	N/A	46.7%	53.3%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	8.7%	≥ 5.59%	8.7%	N/A	42.9%	37.5%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## EDWARD HYNES CHARTER SCHOOL - LAKEVIEW



**Total Public Population: 717**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	7.9%
Gifted and Talented Students	<5%	27.2%
Regular Education Students	≥80%	64.9%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	96.9%	96.2%	97.0%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	>99%	36.6%	68.4%	≥ 12.4%	18.6%	>99%	44.2%	81.0%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	53.3%	≥ 4.88%	10.6%	<1%	46.7%	71.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥30	≤ 19.5	≥-30	≥10	≤ 25.25
8th Grade	≥-30	≥-60	≤ 22	≥-40	≥-80	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	53.2%	≥65.5%
17.5%	42.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## EDWARD HYNES CHARTER SCHOOL - UNO



**Total Public Population: 297**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	17.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	76.2%	≥65.5%
17.5%	7.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## HYNES PARKVIEW

Total Public Population: 404



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.9%
Gifted and Talented Students	<5%	5.2%
Regular Education Students	≥80%	81.9%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		95.1%	97.6%	95.1%	>99%	
8th Grade	83.3%	96.6%	96.6%	96.8%	≥ 98.8%	96.3%	96.2%	96.3%	83.3%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	5.3%	≥ 12.4%	18.6%	<1%	44.2%	36.8%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	3.9%	≥ 4.88%	10.6%	<1%	46.7%	15.7%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	52.2%	≥65.5%
17.5%	23.9%	≤13.4%
<5%	6.5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## FOUNDATION PREPARATORY ACADEMY



**Total Public Population: 218**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.8%	97.6%	96.8%	>99%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	<1%	≥ 12.4%	18.6%	<1%	44.2%	10.3%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs		No	No

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?		No	No

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Inside Regular Class 80% or more of the day	67.8%	57.1%	≥65.5%
Inside Regular Class less than 40% of the day	17.5%	10.7%	≤13.4%
Served in separate schools, residential facilities, or homebound or hospital placements	<5%	<5%	≤1.3%

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program	13.4%	N/A	≥25.0%
Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility	5.2%	N/A	≤4.0%
Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home	<5%	N/A	≤3.34%

OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
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	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%
Percent of children who were functioning within age expectations by the time they exited:			
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LAFAYETTE ACADEMY CHARTER SCHOOL



**Total Public Population: 585**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

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For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	15.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	93.3%	98.7%	97.6%	98.7%		98.3%	97.6%	98.3%	93.3%	
8th Grade	94.7%	96.6%	96.6%	96.8%	≥ 98.8%	96.1%	96.2%	96.1%	94.7%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	5.2%	≥ 12.4%	18.6%	7.1%	44.2%	12.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	2.1%	≥ 4.88%	10.6%	<1%	46.7%	16.5%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	57.0%	≥65.5%
17.5%	7.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	60.0%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ESPERANZA CHARTER SCHOOL

Total Public Population: 538



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.3%	97.6%	98.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.4%	96.2%	98.4%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	1.7%	≥ 12.4%	18.6%	<1%	44.2%	6.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	4.9%	≥ 4.88%	10.6%	<1%	46.7%	23.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	69.4%	≥65.5%
17.5%	8.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>67.0%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## WILLIAMS SCHOLAR ACADEMY

Total Public Population: 98



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					2021-2022 STATE TARGET	ELA				2021-2022 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET		SPECIAL EDUCATION		GENERAL EDUCATION		
	STATE	DISTRICT	STATE	DISTRICT			STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A		
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	94.1%	96.2%	94.1%	>99%	≥ 98.8%	
10th Grade	50.0%	92.4%	95.9%	93.5%		80.0%	95.4%	80.0%	50.0%		

#### PROFICIENCY RATE

GRADE LEVEL	MATH					2021-2022 STATE TARGET	ELA				2021-2022 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET		SPECIAL EDUCATION		GENERAL EDUCATION		
	STATE	DISTRICT	STATE	DISTRICT			STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%	
8th Grade	5.9%	<1%	30.2%	12.5%	≥ 4.88%	10.6%	<1%	46.7%	50.0%	≥ 9.39%	
10th Grade	8.5%	<1%	34.9%	<1%	≥ 5.59%	8.7%	<1%	42.9%	16.7%	≥ 7.69%	

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥0	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ST. LANDRY CHARTER SCHOOL

Total Public Population: 195



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	6.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	<1%	≥ 12.4%	18.6%	<1%	44.2%	13.3%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	50.0%	≥65.5%
17.5%	50.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile HOMER PLESSY COMMUNITY SCHOOL

Total Public Population: 698



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

## GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

## DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

## STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		93.2%	97.6%	93.2%	>99%	
8th Grade	80.0%	96.6%	96.6%	96.8%	≥ 98.8%	93.2%	96.2%	93.2%	80.0%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	27.3%	36.6%	20.6%	≥ 12.4%	18.6%	36.4%	44.2%	36.8%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	16.2%	≥ 4.88%	10.6%	<1%	46.7%	30.9%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	78.3%	≥65.5%
17.5%	12.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## ROOTED SCHOOL

Total Public Population: 172



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	19.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	83.33%	83.52%	73.17%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	66.7%	92.4%	95.9%	93.5%		83.0%	95.4%	83.7%	83.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	7.9%	≥ 5.59%	8.7%	<1%	42.9%	20.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	90.0%	≥65.5%
17.5%	10.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## YACS AT LAWRENCE D. CROCKER

Total Public Population: 375



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	90.9%	96.6%	96.6%	96.8%	≥ 98.8%	95.8%	96.2%	97.9%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	2.3%	≥ 12.4%	18.6%	<1%	44.2%	11.6%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	6.5%	≥ 4.88%	10.6%	<1%	46.7%	6.5%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-10	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	80.5%	≥65.5%
17.5%	14.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## OFFICE OF JUVENILE JUSTICE

Total Public Population: 183



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	27.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥60%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	5.26%	83.52%	7.27%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	90.0%	96.6%	96.6%	96.8%	≥ 98.8%	90.9%	96.2%	90.9%	90.0%	≥ 98.8%
10th Grade	88.2%	92.4%	95.9%	93.5%		75.0%	95.4%	82.6%	88.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	<1%	≥ 4.88%	10.6%	<1%	46.7%	<1%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	<1%	≥ 5.59%	8.7%	<1%	42.9%	3.5%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	≥0	≤ 22	≥-40	≥0	≤ 34.71
10th Grade	≥-30	≥0	≤ 26.25	≥-40	≥-10	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	N/A	≥65.5%
17.5%	N/A	≤13.4%
<5%	N/A	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## NOBLE MINDS

Total Public Population: 133



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	28.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	5.0%	≥ 12.4%	18.6%	<1%	44.2%	20.0%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## JCFA-EAST

Total Public Population: 166



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	<5%	83.52%	5.26%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	75.0%	92.4%	95.9%	93.5%		83.3%	95.4%	75.0%	<1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	6.7%	≥ 5.59%	8.7%	N/A	42.9%	22.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ADVANTAGE CHARTER ACADEMY

Total Public Population: 512



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	75.0%	98.7%	97.6%	98.7%		98.1%	97.6%	98.1%	75.0%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	94.4%	96.2%	94.4%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	44.2%	≥ 12.4%	18.6%	<1%	44.2%	23.1%	≥ 16.49%
8th Grade	5.9%	14.3%	30.2%	28.4%	≥ 4.88%	10.6%	14.3%	46.7%	38.8%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-50	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	66.7%	≥65.5%
17.5%	7.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## JCFA LAFAYETTE

Total Public Population: 63



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	<5%	83.52%	11.11%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	55.6%	33.3%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	<1%	≥ 5.59%	8.7%	<1%	42.9%	<1%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥0	≤ 26.25	≥-40	≥0	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>N/A</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## WILLOW CHARTER ACADEMY

Total Public Population: 678



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		93.2%	97.6%	93.2%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	16.7%	≥ 12.4%	18.6%	<1%	44.2%	27.3%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	25.5%	≥ 4.88%	10.6%	<1%	46.7%	56.4%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-60	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.9%	≥65.5%
17.5%	14.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## DR. MARTIN LUTHER KING CHARTER SCHOOL FOR SCI TECH

Total Public Population: 802



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	8.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	40.00%	83.52%	73.86%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.3%	97.6%	98.3%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	96.5%	96.2%	96.5%	>99%	≥ 98.8%
10th Grade	75.0%	92.4%	95.9%	93.5%		86.5%	95.4%	85.4%	60.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	3.6%	≥ 12.4%	18.6%	<1%	44.2%	10.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	3.8%	≥ 4.88%	10.6%	14.3%	46.7%	20.8%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	11.1%	≥ 5.59%	8.7%	<1%	42.9%	12.2%	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	50.0%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-10	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	89.1%	≥65.5%
17.5%	10.9%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## LINCOLN PREPARATORY SCHOOL

Total Public Population: 628



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	20.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	75.0%	98.7%	97.6%	98.7%		93.3%	97.6%	93.3%	75.0%	
8th Grade	75.0%	96.6%	96.6%	96.8%	≥ 98.8%	96.0%	96.2%	92.0%	75.0%	≥ 98.8%
10th Grade	86.7%	92.4%	95.9%	93.5%		96.2%	95.4%	96.2%	87.5%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	4.8%	≥ 12.4%	18.6%	<1%	44.2%	19.0%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	12.5%	≥ 4.88%	10.6%	<1%	46.7%	26.1%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	10.0%	≥ 5.59%	8.7%	<1%	42.9%	14.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	89.3%	≥65.5%
17.5%	5.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	16.7%	≥25.0%
5.2%	33.3%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	<5%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	50.0%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## IBERVILLE CHARTER ACADEMY

Total Public Population: 488



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.4%	97.6%	96.4%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	89.4%	96.2%	93.3%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	9.3%	≥ 12.4%	18.6%	<1%	44.2%	20.4%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	17.5%	≥ 4.88%	10.6%	<1%	46.7%	30.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	68.6%	≥65.5%
17.5%	17.6%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## DELTA CHARTER SCHOOL MST

Total Public Population: 457



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	50.00%	83.52%	74.29%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	19.4%	≥ 12.4%	18.6%	<1%	44.2%	12.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	4.8%	≥ 4.88%	10.6%	<1%	46.7%	26.2%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	8.1%	≥ 5.59%	8.7%	<1%	42.9%	45.5%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-50	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	73.6%	≥65.5%
17.5%	24.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## LAKE CHARLES COLLEGE PREP

Total Public Population: 518



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	85.71%	83.52%	84.96%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		97.5%	95.4%	98.8%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	17.5%	≥ 5.59%	8.7%	<1%	42.9%	28.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	86.0%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>36.36%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>54.55%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## NORTHEAST CLAIBORNE CHARTER

Total Public Population: 180



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	90.91%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	85.7%	96.2%	85.7%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	15.0%	≥ 12.4%	18.6%	25.0%	44.2%	15.0%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	8.3%	≥ 4.88%	10.6%	<1%	46.7%	33.3%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	<1%	≥ 5.59%	8.7%	<1%	42.9%	20.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥0	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	68.4%	≥65.5%
17.5%	26.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	>95%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	>95%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	>95%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ACADIANA RENAISSANCE CHARTER ACADEMY



**Total Public Population: 1656**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	6.6%
Gifted and Talented Students	<5%	5.5%
Regular Education Students	≥80%	87.9%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	90.9%	98.7%	97.6%	98.7%		98.0%	97.6%	98.0%	90.9%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.8%	96.2%	98.8%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	33.3%	36.6%	77.6%	≥ 12.4%	18.6%	44.4%	44.2%	73.5%	≥ 16.49%
8th Grade	5.9%	33.3%	30.2%	61.2%	≥ 4.88%	10.6%	16.7%	46.7%	67.9%	≥ 9.39%
10th Grade	8.5%	37.5%	34.9%	54.9%	≥ 5.59%	8.7%	<1%	42.9%	68.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-50	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-60	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-70	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	88.9%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	14.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	<5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	91.7%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## LOUISIANA KEY ACADEMY BATON ROUGE

Total Public Population: 438



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	62.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥30%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.9%	98.7%	97.6%	98.7%		98.7%	97.6%	98.7%	96.9%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	3.2%	36.6%	5.3%	≥ 12.4%	18.6%	3.2%	44.2%	3.9%	≥ 16.49%
8th Grade	5.9%	6.7%	30.2%	7.7%	≥ 4.88%	10.6%	3.3%	46.7%	7.7%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-10	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LAFAYETTE RENAISSANCE CHARTER ACADEMY



**Total Public Population: 1118**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	7.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.1%	96.2%	98.1%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		92.8%	95.4%	93.2%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	16.5%	≥ 12.4%	18.6%	22.2%	44.2%	38.8%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	11.9%	≥ 4.88%	10.6%	<1%	46.7%	43.6%	≥ 9.39%
10th Grade	8.5%	20.0%	34.9%	18.8%	≥ 5.59%	8.7%	11.1%	42.9%	33.8%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	66.7%	≥ 59.34%	57.9%	66.7%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	≥0	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	67.9%	≥65.5%
17.5%	30.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	<5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	85.7%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## IMPACT CHARTER SCHOOL

Total Public Population: 401



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	7.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	40.0%	36.6%	52.1%	≥ 12.4%	18.6%	20.0%	44.2%	56.3%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	4.9%	≥ 4.88%	10.6%	<1%	46.7%	34.1%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-40	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## CAPITOL HIGH SCHOOL

Total Public Population: 345



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	92.31%	83.52%	72.88%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	87.5%	92.4%	95.9%	93.5%		84.8%	95.4%	83.8%	66.7%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	3.6%	≥ 5.59%	8.7%	16.7%	42.9%	12.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥0	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	85.7%	≥65.5%
17.5%	14.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LOUISIANA VIRTUAL CHARTER ACADEMY



**Total Public Population: 1914**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	50.00%	83.52%	51.57%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	71.4%	98.7%	97.6%	98.7%		91.5%	97.6%	91.5%	71.4%	
8th Grade	95.5%	96.6%	96.6%	96.8%	≥ 98.8%	84.1%	96.2%	84.1%	95.5%	≥ 98.8%
10th Grade	79.3%	92.4%	95.9%	93.5%		88.5%	95.4%	87.1%	75.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	14.0%	≥ 12.4%	18.6%	20.0%	44.2%	40.7%	≥ 16.49%
8th Grade	5.9%	7.1%	30.2%	15.1%	≥ 4.88%	10.6%	21.4%	46.7%	47.4%	≥ 9.39%
10th Grade	8.5%	5.0%	34.9%	20.4%	≥ 5.59%	8.7%	<1%	42.9%	28.9%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	42.9%	≥ 59.34%	57.9%	28.6%	≥ 56.7%
10th Grade	53.2%	>99%	≥ 49.65%	72.1%	66.7%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	83.3%	≥65.5%
17.5%	15.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	44.44%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	77.78%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## SOUTHWEST LOUISIANA CHARTER ACADEMY



**Total Public Population: 646**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.8%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.1%	97.6%	97.1%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.8%	96.2%	98.8%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	10.6%	≥ 12.4%	18.6%	<1%	44.2%	24.2%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	15.6%	≥ 4.88%	10.6%	<1%	46.7%	26.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	84.5%	≥65.5%
17.5%	13.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	50.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## JS CLARK LEADERSHIP ACADEMY

Total Public Population: 286



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	5.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	88.57%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	96.2%	96.2%	96.2%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	20.0%	≥ 4.88%	10.6%	<1%	46.7%	40.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	<1%	42.9%	55.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	≥-60	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## GEO PREP ACADEMY OF GREATER BATON ROUGE



**Total Public Population: 698**

Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	14.3%	36.6%	32.5%	≥ 12.4%	18.6%	14.3%	44.2%	36.3%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	7.6%	≥ 4.88%	10.6%	57.1%	46.7%	38.8%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	75.0%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥10	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	74.4%	≥65.5%
17.5%	7.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## DEMOCRACY PREP BATON ROUGE

Total Public Population: 523



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	80.0%	96.6%	96.6%	96.8%	≥ 98.8%	90.9%	96.2%	90.9%	80.0%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	<1%	≥ 12.4%	18.6%	<1%	44.2%	9.5%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	2.1%	≥ 4.88%	10.6%	20.0%	46.7%	12.8%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	33.3%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥0	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	81.6%	≥65.5%
17.5%	13.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## AUDUBON CHARTER SCHOOL

Total Public Population: 807



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.6%
Gifted and Talented Students	<5%	15.7%
Regular Education Students	≥80%	70.6%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		98.7%	97.6%	98.7%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	30.0%	36.6%	40.5%	≥ 12.4%	18.6%	60.0%	44.2%	67.6%	≥ 16.49%
8th Grade	5.9%	16.7%	30.2%	41.0%	≥ 4.88%	10.6%	<1%	46.7%	66.1%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-70	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	87.3%	≥65.5%
17.5%	12.7%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	>95%	72.0%
66.6%	>95%	72.0%
60.2%	<5%	60.25%
48.7%	<5%	50.5%
46.3%	<5%	50.5%
31.4%	<5%	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## EINSTEIN CHARTER SCHOOL AT VILLAGE DE L'EST

### Total Public Population: 386



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	<5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.3%	97.6%	96.3%	>99%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	7.7%	≥ 12.4%	18.6%	<1%	44.2%	21.2%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	78.6%	≥65.5%
17.5%	14.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	33.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	<5%	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	<5%	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	66.7%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## BENJAMIN FRANKLIN HIGH SCHOOL

Total Public Population: 1009



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	<5%
Gifted and Talented Students	<5%	35.6%
Regular Education Students	≥80%	≥60%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	>95%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%	≥ 98.8%	N/A	97.6%	N/A	N/A	≥ 98.8%
8th Grade	N/A	96.6%	96.6%	96.8%		N/A	96.2%	N/A	N/A	
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	>99%	34.9%	93.1%	≥ 5.59%	8.7%	>99%	42.9%	98.2%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥0	≤ 26.25	≥-40	≥0	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	76.9%	≥65.5%
17.5%	23.1%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>N/A</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## ALICE M HARTE ELEMENTARY CHARTER SCHOOL



**Total Public Population: 760**

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.6%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	>95%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		96.2%	97.6%	96.2%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.8%	96.2%	98.8%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	27.4%	≥ 12.4%	18.6%	<1%	44.2%	26.0%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	35.9%	≥ 4.88%	10.6%	<1%	46.7%	57.7%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	50.0%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-60	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	72.4%	≥65.5%
17.5%	25.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	5.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	20.0%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## EDNA KARR HIGH SCHOOL

Total Public Population: 1095



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	8.4%
Gifted and Talented Students	<5%	5.4%
Regular Education Students	≥80%	86.2%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	73.91%	83.52%	91.89%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	96.7%	92.4%	95.9%	93.5%		99.0%	95.4%	>99%	96.8%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	24.4%	≥ 5.59%	8.7%	6.7%	42.9%	25.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	83.2%	≥65.5%
17.5%	6.9%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## THE WILLOW SCHOOL

Total Public Population: 1917



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	5.1%
Gifted and Talented Students	<5%	30.0%
Regular Education Students	≥80%	64.9%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	75.00%	83.52%	>95%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	25.0%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	60.0%	36.6%	83.5%	≥ 12.4%	18.6%	>99%	44.2%	97.6%	≥ 16.49%
8th Grade	5.9%	57.1%	30.2%	92.6%	≥ 4.88%	10.6%	57.1%	46.7%	91.0%	≥ 9.39%
10th Grade	8.5%	27.3%	34.9%	81.9%	≥ 5.59%	8.7%	75.0%	42.9%	91.8%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 19.5	≥-30	≥0	≤ 25.25
8th Grade	≥-30	≥-40	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	≥-60	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## ELEANOR MCMAIN SECONDARY SCHOOL



**Total Public Population: 871**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.9%
Gifted and Talented Students	<5%	5.7%
Regular Education Students	≥80%	84.4%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	66.67%	83.52%	88.61%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	85.7%	92.4%	95.9%	93.5%		96.7%	95.4%	97.1%	85.7%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	19.8%	≥ 5.59%	8.7%	10.0%	42.9%	31.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	85.3%	≥65.5%
17.5%	5.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	77.78%	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	88.89%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ROBERT RUSSA MOTON CHARTER SCHOOL



**Total Public Population: 406**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	8.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	80.0%	98.7%	97.6%	98.7%		86.0%	97.6%	86.0%	80.0%	
8th Grade	54.5%	96.6%	96.6%	96.8%	≥ 98.8%	50.9%	96.2%	96.6%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	5.4%	≥ 12.4%	18.6%	<1%	44.2%	8.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	3.7%	≥ 4.88%	10.6%	<1%	46.7%	13.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	56.7%	≥65.5%
17.5%	33.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	>99%	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LAKE FOREST ELEMENTARY CHARTER SCHOOL



**Total Public Population: 603**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	7.5%
Gifted and Talented Students	<5%	7.8%
Regular Education Students	≥80%	84.7%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	>99%	96.2%	>99%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	20.0%	36.6%	79.0%	≥ 12.4%	18.6%	60.0%	44.2%	87.1%	≥ 16.49%
8th Grade	5.9%	66.7%	30.2%	84.4%	≥ 4.88%	10.6%	>99%	46.7%	98.4%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-60	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥0	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	94.6%	≥65.5%
17.5%	<5%	≤13.4%
<5%	5.4%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	16.7%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	66.7%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## NEW ORLEANS CHARTER SCIENCE AND MATHEMATICS HS

Total Public Population: 539



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

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For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.9%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	78.57%	83.52%	82.30%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	7.7%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	81.0%	92.4%	95.9%	93.5%		87.9%	95.4%	90.6%	87.1%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	5.9%	34.9%	7.9%	≥ 5.59%	8.7%	7.4%	42.9%	23.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	31.0%	≥65.5%
17.5%	36.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>50.0%</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>83.33%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>&gt;95%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ENCORE ACADEMY

Total Public Population: 479



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	14.6%
Gifted and Talented Students	<5%	9.2%
Regular Education Students	≥80%	76.2%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		92.5%	97.6%	92.5%	>99%	
8th Grade	90.9%	96.6%	96.6%	96.8%	≥ 98.8%	96.3%	96.2%	96.3%	90.9%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	6.3%	≥ 12.4%	18.6%	<1%	44.2%	27.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	7.9%	≥ 4.88%	10.6%	11.1%	46.7%	30.3%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	87.7%	≥65.5%
17.5%	7.7%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	33.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## BRICOLAGE ACADEMY

Total Public Population: 855



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	19.1%
Gifted and Talented Students	<5%	8.5%
Regular Education Students	≥80%	72.4%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.0%	97.6%	97.0%	>99%	
8th Grade	71.4%	96.6%	96.6%	96.8%	≥ 98.8%	94.3%	96.2%	93.1%	71.4%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	47.1%	36.6%	49.5%	≥ 12.4%	18.6%	70.6%	44.2%	61.1%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	16.9%	≥ 4.88%	10.6%	<1%	46.7%	49.4%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥0	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-50	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	75.8%	≥65.5%
17.5%	14.2%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	11.1%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## WILSON CHARTER SCHOOL

Total Public Population: 629



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	>95%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		>99%	97.6%	>99%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	95.1%	96.2%	95.1%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	15.2%	≥ 12.4%	18.6%	<1%	44.2%	10.6%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	23.7%	≥ 4.88%	10.6%	<1%	46.7%	52.6%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	<1%	≥ 59.34%	57.9%	<1%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥-30	≤ 22	≥-40	≥-60	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	93.8%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## SARAH TOWLES REED HIGH SCHOOL

Total Public Population: 393



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	77.78%	83.52%	72.16%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	94.1%	92.4%	95.9%	93.5%		93.8%	95.4%	92.0%	94.4%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	6.3%	34.9%	11.6%	≥ 5.59%	8.7%	<1%	42.9%	9.4%	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-10	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	90.6%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## EINSTEIN CHARTER MIDDLE SCH AT SARAH TOWLES REED

Total Public Population: 342



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	8.5%
Gifted and Talented Students	<5%	6.4%
Regular Education Students	≥80%	85.1%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%	≥ 98.8%	N/A	97.6%	N/A	N/A	≥ 98.8%
8th Grade	>99%	96.6%	96.6%	96.8%		95.2%	96.2%	95.2%	>99%	
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	10.3%	≥ 4.88%	10.6%	12.5%	46.7%	25.0%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	75.9%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## EINSTEIN CHARTER AT SHERWOOD FOREST



**Total Public Population: 429**

Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	11.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		95.4%	97.6%	95.4%	>99%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	13.1%	≥ 12.4%	18.6%	16.7%	44.2%	27.9%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	81.1%	≥65.5%
17.5%	13.5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## MCDONOGH 42 CHARTER SCHOOL

Total Public Population: 407



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.3%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	>95%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		89.4%	97.6%	89.4%	>99%	
8th Grade	80.0%	96.6%	96.6%	96.8%	≥ 98.8%	92.6%	96.2%	92.5%	75.0%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	2.4%	≥ 12.4%	18.6%	<1%	44.2%	4.8%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	2.0%	≥ 4.88%	10.6%	<1%	46.7%	27.1%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	>99%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-30	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	91.7%	≥65.5%
17.5%	8.3%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	50.0%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	77.8%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## NEW HARMONY HIGH INSTITUTE

Total Public Population: 238



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	18.1%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	<5%	83.52%	<5%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	92.3%	92.4%	95.9%	93.5%		87.4%	95.4%	87.9%	90.9%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	10.8%	≥ 5.59%	8.7%	10.0%	42.9%	36.3%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	90.7%	≥65.5%
17.5%	7.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## ATHLOS ACADEMY OF JEFFERSON PARISH



**Total Public Population: 1198**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	8.7%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	80.0%	98.7%	97.6%	98.7%		96.9%	97.6%	96.2%	73.3%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	94.3%	96.2%	94.3%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	8.3%	36.6%	5.5%	≥ 12.4%	18.6%	9.1%	44.2%	13.5%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	16.2%	≥ 4.88%	10.6%	<1%	46.7%	32.3%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.1%	≥65.5%
17.5%	6.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	<5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	93.3%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## AUDUBON CHARTER GENTILLY

Total Public Population: 298



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	25.2%
Gifted and Talented Students	<5%	12.4%
Regular Education Students	≥80%	62.4%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	91.7%	98.7%	97.6%	98.7%		97.9%	97.6%	97.9%	91.7%	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	2.2%	≥ 12.4%	18.6%	10.0%	44.2%	26.7%	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	>99%	≥ 51.69%	51.6%	>99%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	5.7%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	80.0%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## ROSENWALD COLLEGIATE ACADEMY

Total Public Population: 380



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	20.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	<5%	83.52%	<5%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	66.7%	92.4%	95.9%	93.5%		87.1%	95.4%	93.3%	88.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	8.1%	≥ 5.59%	8.7%	<1%	42.9%	11.9%	≥ 7.69%

## ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	50.0%	≥ 49.65%	72.1%	>99%	≥ 71.59%

## GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-20	≤ 33.5

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	60.0%	≥65.5%
17.5%	17.3%	≤13.4%
<5%	<5%	≤1.3%

### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>&gt;99%</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>90.0%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>90.0%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## DWIGHT D. EISENHOWER CHARTER SCHOOL



**Total Public Population: 612**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	9.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	>95%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	88.9%	98.7%	97.6%	98.7%		95.3%	97.6%	95.3%	88.9%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.6%	96.2%	98.5%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	4.9%	≥ 12.4%	18.6%	<1%	44.2%	23.0%	≥ 16.49%
8th Grade	5.9%	25.0%	30.2%	15.2%	≥ 4.88%	10.6%	<1%	46.7%	18.3%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	50.0%	≥ 59.34%	57.9%	33.3%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-30	≤ 25.25
8th Grade	≥-30	≥0	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	62.7%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	37.5%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## LIVING SCHOOL

Total Public Population: 170



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	19.4%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥70%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	90.9%	92.4%	95.9%	93.5%		86.4%	95.4%	86.6%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	10.0%	34.9%	10.5%	≥ 5.59%	8.7%	<1%	42.9%	20.7%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	>99%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	N/A	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## GEO NEXT GENERATION HIGH SCHOOL

Total Public Population: 288



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		95.2%	95.4%	94.6%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	15.3%	≥ 5.59%	8.7%	7.7%	42.9%	26.9%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	61.8%	≥65.5%
17.5%	11.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	<5%	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## RED RIVER CHARTER ACADEMY

Total Public Population: 172



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	5.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥90%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	60.0%	96.6%	96.6%	96.8%	≥ 98.8%	93.9%	96.2%	93.9%	60.0%	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		97.6%	95.4%	97.4%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	2.2%	≥ 4.88%	10.6%	<1%	46.7%	17.4%	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	2.5%	≥ 5.59%	8.7%	<1%	42.9%	21.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	50.0%	≥65.5%
17.5%	50.0%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility  
*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## MCDONOGH 35 SENIOR HIGH SCHOOL



**Total Public Population: 633**

Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

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For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	13.0%
Gifted and Talented Students	<5%	5.8%
Regular Education Students	≥80%	81.2%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	92.9%	92.4%	95.9%	93.5%		97.1%	95.4%	96.8%	92.6%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	8.3%	34.9%	23.8%	≥ 5.59%	8.7%	4.3%	42.9%	16.0%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	50.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-20	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	75.3%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## OPPORTUNITIES ACADEMY

Total Public Population: 74



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	90.5%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥5%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	<5%	83.52%	<5%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	38.9%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	>99%	92.4%	95.9%	93.5%		>99%	95.4%	>99%	>99%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	50.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	<5%	≥65.5%
17.5%	<5%	≤13.4%
<5%	83.8%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills  
 Acquisition and use of knowledge and skills  
 Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	<b>STATE</b>	<b>DISTRICT</b>	
		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Initial evaluations completed in timelines	<b>STATE</b>	<b>DISTRICT</b>	
	<b>99.6%</b>	<b>N/A</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>STATE</b>	<b>DISTRICT</b>	
	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>&lt;5%</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>&lt;5%</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>&gt;95%</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

IDEA OSCAR DUNN

Total Public Population: 324



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

## GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

## DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

## STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		85.7%	97.6%	85.7%	>99%	
8th Grade	40.0%	96.6%	96.6%	96.8%	≥ 98.8%	50.0%	96.2%	90.2%	66.7%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	8.7%	≥ 12.4%	18.6%	<1%	44.2%	13.0%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	<1%	≥ 4.88%	10.6%	<1%	46.7%	13.5%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-20	≤ 25.25
8th Grade	≥-30	≥0	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	84.4%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	28.6%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	83.3%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## COLLEGIATE BATON ROUGE

Total Public Population: 436



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	17.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	50.00%	83.52%	62.61%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	15.4%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	90.5%	92.4%	95.9%	93.5%		92.2%	95.4%	93.8%	87.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	<1%	34.9%	8.8%	≥ 5.59%	8.7%	<1%	42.9%	16.8%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	40.0%	≥ 49.65%	72.1%	60.0%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-10	≤ 26.25	≥-40	≥-20	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	87.0%	≥65.5%
17.5%	<5%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

	STATE	DISTRICT	2021-2022 STATE TARGET
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	66.67	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	88.89%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
- 2. Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
- 3. Statewide Assessment Participation and Performance**
  - a. Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
- 4. Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
- 5. Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
- 6. Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
- 7. Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
- 8. Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
- 9. Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 10. Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
- 11. Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
- 12. Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
- 13. Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
- 14. Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

# 2021-2022 State Performance Profile

## GEO PREP MID-CITY OF GREATER BATON ROUGE



**Total Public Population: 669**

Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.0%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		97.1%	97.6%	97.1%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	98.4%	96.2%	98.4%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	17.5%	≥ 12.4%	18.6%	<1%	44.2%	42.9%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	10.3%	≥ 4.88%	10.6%	14.3%	46.7%	44.8%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

### ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	66.7%	≥ 50.65%
8th Grade	63.0%	>99%	≥ 59.34%	57.9%	50.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

### GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 19.5	≥-30	≥-50	≤ 25.25
8th Grade	≥-30	≥-20	≤ 22	≥-40	≥-40	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

#### EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	72.4%	≥65.5%
17.5%	6.6%	≤13.4%
<5%	<5%	≤1.3%

#### EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	33.3%	≥25.0%
5.2%	<5%	≤4.0%
<5%	<5%	≤3.34%

#### OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	N/A	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	N/A	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	N/A	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*



# 2021-2022 State Performance Profile

## WARREN EASTON CHARTER HIGH SCHOOL



**Total Public Population: 945**

Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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. 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. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	10.4%
Gifted and Talented Students	<5%	6.0%
Regular Education Students	≥80%	83.6%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

### GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	79.17%	83.52%	87.00%	≥57.0%

### DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	<5%	≤18.0

### STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D

#### PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.7%	97.6%	98.7%		N/A	97.6%	N/A	N/A	
8th Grade	N/A	96.6%	96.6%	96.8%	≥ 98.8%	N/A	96.2%	N/A	N/A	≥ 98.8%
10th Grade	86.4%	92.4%	95.9%	93.5%		96.8%	95.4%	97.3%	85.0%	

#### PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	N/A	36.6%	N/A	≥ 12.4%	18.6%	N/A	44.2%	N/A	≥ 16.49%
8th Grade	5.9%	N/A	30.2%	N/A	≥ 4.88%	10.6%	N/A	46.7%	N/A	≥ 9.39%
10th Grade	8.5%	5.6%	34.9%	26.4%	≥ 5.59%	8.7%	6.3%	42.9%	29.6%	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	N/A	≥ 51.69%	51.6%	N/A	≥ 50.65%
8th Grade	63.0%	N/A	≥ 59.34%	57.9%	N/A	≥ 56.7%
10th Grade	53.2%	<1%	≥ 49.65%	72.1%	>99%	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 19.5	≥-30	N/A	≤ 25.25
8th Grade	≥-30	N/A	≤ 22	≥-40	N/A	≤ 34.71
10th Grade	≥-30	≥-30	≤ 26.25	≥-40	≥-30	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	65.7%	≥65.5%
17.5%	24.2%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

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

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
69.1%	N/A	72.0%
66.6%	N/A	72.0%
60.2%	N/A	60.25%
48.7%	N/A	50.5%
46.3%	N/A	50.5%
31.4%	N/A	60.25%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.85%	N/A	85.50%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	99.6%	>99%	100.00%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	83.15%	N/A	100.00%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	98.38	*	100.00%
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	33.0%	83.00	35.00%
Enrolled in higher education or competitively employed within one year of leaving high school	65.66%	83.33%	74.50%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	88.81%	>95%	90.50%

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

2021-2022 State Performance Profile  
**PIERRE A. CAPDAU CHARTER SCHOOL**  
**Total Public Population: 482**



Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	12.6%	12.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥80%

- U Survey data are not reported, due to low response number
- \*\* Counts too small to evaluate or data not reported due to low response number
- \* This district was not monitored during the school year

**GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)**

SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
71.36%	N/A	83.52%	N/A	≥57.0%

**DROPPING OUT OF HIGH SCHOOL – INDICATOR 2**

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
16.4%	N/A	≤18.0

**STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3A, 3B, 3C & 3D**

**PARTICIPATION RATE**

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.7%	97.6%	98.7%		93.0%	97.6%	93.0%	>99%	
8th Grade	>99%	96.6%	96.6%	96.8%	≥ 98.8%	96.0%	96.2%	96.0%	>99%	≥ 98.8%
10th Grade	N/A	92.4%	95.9%	93.5%		N/A	95.4%	N/A	N/A	

**PROFICIENCY RATE**

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	14.8%	<1%	36.6%	9.6%	≥ 12.4%	18.6%	<1%	44.2%	7.7%	≥ 16.49%
8th Grade	5.9%	<1%	30.2%	5.9%	≥ 4.88%	10.6%	<1%	46.7%	17.6%	≥ 9.39%
10th Grade	8.5%	N/A	34.9%	N/A	≥ 5.59%	8.7%	N/A	42.9%	N/A	≥ 7.69%

**ALTERNATE ASSESSMENT PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	52.1%	<1%	≥ 51.69%	51.6%	<1%	≥ 50.65%
8th Grade	63.0%	25.0%	≥ 59.34%	57.9%	75.0%	≥ 56.7%
10th Grade	53.2%	N/A	≥ 49.65%	72.1%	N/A	≥ 71.59%

**GAP IN PROFICIENCY RATE**

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2021-2022 STATE TARGET	SPECIAL EDUCATION		2021-2022 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 19.5	≥-30	≥-10	≤ 25.25
8th Grade	≥-30	≥-10	≤ 22	≥-40	≥-20	≤ 34.71
10th Grade	≥-30	N/A	≤ 26.25	≥-40	N/A	≤ 33.5

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A**

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B**

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
	No	No

**EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5**

Inside Regular Class 80% or more of the day  
 Inside Regular Class less than 40% of the day  
 Served in separate schools, residential facilities, or homebound or hospital placements

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
67.8%	70.5%	≥65.5%
17.5%	14.8%	≤13.4%
<5%	<5%	≤1.3%

**EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6**

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program  
 Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility  
 Percent of children ages 3 through 5 with IEPs receiving special education and related services in the home

SPECIAL EDUCATION		2021-2022 STATE TARGET
STATE	DISTRICT	
13.4%	N/A	≥25.0%
5.2%	N/A	≤4.0%
<5%	N/A	≤3.34%

**OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7**

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	69.1%	N/A	72.0%
Acquisition and use of knowledge and skills	66.6%	N/A	72.0%
Appropriate behaviors to meet needs	60.2%	N/A	60.25%

Percent of children who were functioning within age expectations by the time they exited:

SPECIAL EDUCATION		2021-2022 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	48.7%	N/A	50.5%
Acquisition and use of knowledge and skills	46.3%	N/A	50.5%
Appropriate behaviors to meet needs	31.4%	N/A	60.25%



<b>PARENTAL INVOLVEMENT – INDICATOR 8</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	<b>82.85%</b>	<b>N/A</b>	<b>85.50%</b>
<b>DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		<b>No</b>	<b>No</b>
<b>EVALUATION TIMELINES – INDICATOR 11</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Initial evaluations completed in timelines	<b>99.6%</b>	<b>&gt;99%</b>	<b>100.00%</b>
<b>EFFECTIVE TRANSITION – INDICATORS 12, 13, 14</b>	<b>SPECIAL EDUCATION</b>		<b>2021-2022 STATE TARGET</b>
	<b>STATE</b>	<b>DISTRICT</b>	
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	<b>83.15%</b>	<b>N/A</b>	<b>100.00%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	<b>98.38</b>	<b>*</b>	<b>100.00%</b>
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	<b>33.0%</b>	<b>N/A</b>	<b>35.00%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	<b>65.66%</b>	<b>N/A</b>	<b>74.50%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<b>88.81%</b>	<b>N/A</b>	<b>90.50%</b>

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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. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SIS, cohort graduation rate (post-appeals)*
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.  
*Data Source: SER, IDEA exit count*
3. **Statewide Assessment Participation and Performance**
  - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs 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** – a significant discrepancy occurs 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%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - a. Inside the regular class 80% or more of the day
  - b. Inside the regular class less than 40% of the day
  - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - a. Attending a regular early childhood program
  - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - a. Positive social-emotional skills
  - b. Acquisition and use of knowledge and skills
  - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
*Data Source: LDOE Parent Survey*
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
*Data Source: Monitoring/review results*
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
*Data Source: SER, Evaluation Compliance Statewide Summary Report*
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
*Data Source: SER, Part C Transition Report*
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
*Data Source: SER, Post School Transition Report*
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*