

2022-2023 State Performance Profile

ACADIA PARISH

Total Public Population: 9667



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	75.00%	82.72%	88.87%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	30.4%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.8%	97.8%	98.6%	98.9%	
8th Grade	98.5%	97.4%	96.9%	97.4%	≥ 98.8%	95.5%	96.7%	95.7%	98.5%	≥ 98.8%
10th Grade	98.0%	94.6%	96.6%	94.6%		96.0%	95.9%	95.8%	95.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	8.3%	37.4%	53.3%	≥ 15.5%	17.2%	11.1%	44.3%	49.9%	≥ 19.5%
8th Grade	6.4%	7.4%	30.9%	35.1%	≥ 8.0%	11.2%	9.3%	47.7%	58.0%	≥ 12.5%
10th Grade	12.0%	15.8%	39.4%	40.0%	≥ 9.0%	10.2%	10.8%	43.9%	46.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	57.1%	≥ 55.0%	50.0%	64.3%	≥ 54.0%
8th Grade	61.7%	91.7%	≥ 62.0%	56.3%	75.0%	≥ 60.0%
10th Grade	51.2%	60.0%	≥ 53.0%	68.5%	90.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-50	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	69.4%	≥66.0%
17.0%	13.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	86%	72.5%
65.8%	79%	72.5%
59.2%	84%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	69%	51.0%
53.6%	56%	51.0%
52.6%	69%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	31.3%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	75.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ALLEN PARISH

Total Public Population: 4171



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	76.92%	82.72%	93.69%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.7%	97.8%	98.7%	>99%	
8th Grade	96.7%	97.4%	96.9%	97.4%	≥ 98.8%	98.9%	96.7%	98.9%	96.7%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		98.5%	95.9%	98.7%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	13.6%	37.4%	34.4%	≥ 15.5%	17.2%	20.5%	44.3%	48.0%	≥ 19.5%
8th Grade	6.4%	7.7%	30.9%	28.8%	≥ 8.0%	11.2%	7.7%	47.7%	54.2%	≥ 12.5%
10th Grade	12.0%	11.8%	39.4%	41.7%	≥ 9.0%	10.2%	10.7%	43.9%	49.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	68.4%	≥66.0%
17.0%	19.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	>95%	72.5%
65.8%	50%	72.5%
59.2%	50%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	75%	51.0%
53.6%	75%	51.0%
52.6%	75%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	30.3%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	75.8%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

ASCENSION PARISH

Total Public Population: 25157



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	11.9%	10.3%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	91.01%	82.72%	90.33%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%	≥ 98.8%	98.7%	97.8%	98.7%	>99%	≥ 98.8%
8th Grade	97.9%	97.4%	96.9%	97.4%		98.0%	96.7%	98.1%	97.9%	
10th Grade	92.4%	94.6%	96.6%	94.6%		97.0%	95.9%	97.9%	93.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	27.0%	37.4%	57.4%	≥ 15.5%	17.2%	22.5%	44.3%	60.4%	≥ 19.5%
8th Grade	6.4%	7.9%	30.9%	50.5%	≥ 8.0%	11.2%	14.9%	47.7%	62.2%	≥ 12.5%
10th Grade	12.0%	25.2%	39.4%	63.8%	≥ 9.0%	10.2%	23.4%	43.9%	64.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	66.7%	≥ 55.0%	50.0%	75.0%	≥ 54.0%
8th Grade	61.7%	57.1%	≥ 62.0%	56.3%	46.4%	≥ 60.0%
10th Grade	51.2%	65.2%	≥ 53.0%	68.5%	69.6%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-50	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	62.4%	≥66.0%
17.0%	23.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	21.1%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	70%	72.5%
65.8%	80%	72.5%
59.2%	74%	60.5%
54.9%	69%	51.0%
53.6%	68%	51.0%
52.6%	70%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	33.3%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	44.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	71.6%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

ASSUMPTION PARISH

Total Public Population: 3094



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	11.9%	14.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	78.95%	82.72%	93.30%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.7%	98.5%	97.9%	98.4%		96.9%	97.8%	97.0%	96.7%	
8th Grade	95.0%	97.4%	96.9%	97.4%	≥ 98.8%	93.8%	96.7%	93.5%	90.5%	≥ 98.8%
10th Grade	93.3%	94.6%	96.6%	94.6%		97.0%	95.9%	98.4%	93.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	33.7%	≥ 15.5%	17.2%	8.3%	44.3%	36.4%	≥ 19.5%
8th Grade	6.4%	6.7%	30.9%	35.8%	≥ 8.0%	11.2%	6.7%	47.7%	44.0%	≥ 12.5%
10th Grade	12.0%	44.4%	39.4%	66.7%	≥ 9.0%	10.2%	22.2%	43.9%	56.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	40.0%	≥ 55.0%	50.0%	60.0%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	67.7%	≥66.0%
17.0%	14.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	22.9%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	63%	72.5%
65.8%	71%	72.5%
59.2%	75%	60.5%
54.9%	50%	51.0%
53.6%	63%	51.0%
52.6%	50%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	90%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

AVOYELLES PARISH

Total Public Population: 5127



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	80.00%	82.72%	90.49%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	14.3%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.6%	97.8%	98.6%	>99%	
8th Grade	96.8%	97.4%	96.9%	97.4%	≥ 98.8%	95.9%	96.7%	96.2%	96.8%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.7%	95.9%	94.1%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	10.5%	37.4%	23.5%	≥ 15.5%	17.2%	7.9%	44.3%	29.6%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	26.7%	≥ 8.0%	11.2%	4.3%	47.7%	37.0%	≥ 12.5%
10th Grade	12.0%	17.4%	39.4%	28.0%	≥ 9.0%	10.2%	10.3%	43.9%	31.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	57.1%	≥ 62.0%	56.3%	42.9%	≥ 60.0%
10th Grade	51.2%	71.4%	≥ 53.0%	68.5%	85.7%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	60.8%	≥66.0%
17.0%	20.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	13.3%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	84%	72.5%
65.8%	89%	72.5%
59.2%	63%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	70%	51.0%
53.6%	63%	51.0%
52.6%	65%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	40.0%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	24.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	56.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

BEAUREGARD PARISH

Total Public Population: 6092



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	91.67%	82.72%	94.29%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	6.7%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.4%	97.8%	97.4%	>99%	
8th Grade	97.8%	97.4%	96.9%	97.4%	≥ 98.8%	97.2%	96.7%	97.2%	95.7%	≥ 98.8%
10th Grade	98.4%	94.6%	96.6%	94.6%		98.7%	95.9%	98.6%	98.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	21.5%	37.4%	47.3%	≥ 15.5%	17.2%	16.5%	44.3%	49.5%	≥ 19.5%
8th Grade	6.4%	7.5%	30.9%	27.2%	≥ 8.0%	11.2%	15.0%	47.7%	41.4%	≥ 12.5%
10th Grade	12.0%	7.1%	39.4%	36.2%	≥ 9.0%	10.2%	5.6%	43.9%	41.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	66.7%	≥ 55.0%	50.0%	66.7%	≥ 54.0%
8th Grade	61.7%	60.0%	≥ 62.0%	56.3%	80.0%	≥ 60.0%
10th Grade	51.2%	60.0%	≥ 53.0%	68.5%	80.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	57.7%	≥66.0%
17.0%	19.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	40.7%	≥26.0%
5.5%	8.8%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	46%	72.5%
65.8%	33%	72.5%
59.2%	36%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	50%	51.0%
53.6%	55%	51.0%
52.6%	50%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	25.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	85.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

BIENVILLE PARISH

Total Public Population: 1996



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	11.9%	15.3%
Gifted and Talented Students	<5%	5.1%
Regular Education Students	≥80%	79.6%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	80.00%	82.72%	89.31%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%	≥ 98.8%	98.3%	97.8%	98.3%	>99%	≥ 98.8%
8th Grade	96.3%	97.4%	96.9%	97.4%		97.9%	96.7%	98.6%	>99%	
10th Grade	93.3%	94.6%	96.6%	94.6%		98.5%	95.9%	98.5%	93.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	11.1%	37.4%	31.5%	≥ 15.5%	17.2%	22.2%	44.3%	36.9%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	32.1%	≥ 8.0%	11.2%	4.3%	47.7%	42.8%	≥ 12.5%
10th Grade	12.0%	7.1%	39.4%	42.4%	≥ 9.0%	10.2%	7.1%	43.9%	49.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	66.7%	≥ 55.0%	50.0%	66.7%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	75.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	82.1%	≥66.0%
17.0%	9.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	5.1%	≥26.0%
5.5%	7.7%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	17.6%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	58.8%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

BOSSIER PARISH

Total Public Population: 24153



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	84.55%	82.72%	87.73%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	5.9%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.5%	98.5%	97.9%	98.4%		97.3%	97.8%	97.4%	98.6%	
8th Grade	97.0%	97.4%	96.9%	97.4%	≥ 98.8%	97.0%	96.7%	97.1%	97.1%	≥ 98.8%
10th Grade	95.7%	94.6%	96.6%	94.6%		98.0%	95.9%	97.9%	97.2%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	17.7%	37.4%	45.9%	≥ 15.5%	17.2%	18.1%	44.3%	51.8%	≥ 19.5%
8th Grade	6.4%	12.5%	30.9%	41.9%	≥ 8.0%	11.2%	11.9%	47.7%	51.6%	≥ 12.5%
10th Grade	12.0%	14.6%	39.4%	51.4%	≥ 9.0%	10.2%	11.9%	43.9%	54.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	76.5%	≥ 55.0%	50.0%	76.5%	≥ 54.0%
8th Grade	61.7%	46.4%	≥ 62.0%	56.3%	57.1%	≥ 60.0%
10th Grade	51.2%	69.0%	≥ 53.0%	68.5%	82.8%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	66.8%	≥66.0%
17.0%	18.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	15.0%	≥26.0%
5.5%	6.9%	≤3.9%
<5%	18.2%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	39%	72.5%
65.8%	42%	72.5%
59.2%	44%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	47%	51.0%
53.6%	34%	51.0%
52.6%	44%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	28.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	70.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CADDO PARISH

Total Public Population: 36552



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	11.9%	11.3%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	70.08%	82.72%	83.25%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	23.8%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.7%	98.5%	97.9%	98.4%		97.2%	97.8%	97.3%	98.8%	
8th Grade	98.1%	97.4%	96.9%	97.4%	≥ 98.8%	96.9%	96.7%	97.0%	98.1%	≥ 98.8%
10th Grade	95.8%	94.6%	96.6%	94.6%		94.6%	95.9%	96.1%	96.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	10.2%	37.4%	28.7%	≥ 15.5%	17.2%	8.7%	44.3%	32.9%	≥ 19.5%
8th Grade	6.4%	5.6%	30.9%	26.0%	≥ 8.0%	11.2%	8.8%	47.7%	42.0%	≥ 12.5%
10th Grade	12.0%	4.7%	39.4%	27.0%	≥ 9.0%	10.2%	5.1%	43.9%	35.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	64.1%	≥ 55.0%	50.0%	59.0%	≥ 54.0%
8th Grade	61.7%	65.0%	≥ 62.0%	56.3%	48.3%	≥ 60.0%
10th Grade	51.2%	45.9%	≥ 53.0%	68.5%	68.9%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	62.9%	≥66.0%
17.0%	11.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	25.8%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	57%	72.5%
65.8%	58%	72.5%
59.2%	55%	60.5%
54.9%	45%	51.0%
53.6%	44%	51.0%
52.6%	41%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	77%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	31.1%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	64.3%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CALCASIEU PARISH

Total Public Population: 29763



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	93.80%	82.72%	93.08%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	22.6%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.0%	97.8%	98.0%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.2%	96.7%	97.1%	99.0%	≥ 98.8%
10th Grade	95.3%	94.6%	96.6%	94.6%		95.6%	95.9%	96.7%	96.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	18.6%	37.4%	39.2%	≥ 15.5%	17.2%	25.5%	44.3%	50.3%	≥ 19.5%
8th Grade	6.4%	8.2%	30.9%	35.6%	≥ 8.0%	11.2%	10.4%	47.7%	49.7%	≥ 12.5%
10th Grade	12.0%	20.3%	39.4%	46.0%	≥ 9.0%	10.2%	16.2%	43.9%	47.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	52.9%	≥ 55.0%	50.0%	35.3%	≥ 54.0%
8th Grade	61.7%	65.6%	≥ 62.0%	56.3%	71.9%	≥ 60.0%
10th Grade	51.2%	61.1%	≥ 53.0%	68.5%	77.1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	64.9%	≥66.0%
17.0%	19.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	16.7%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	70%	72.5%
65.8%	64%	72.5%
59.2%	49%	60.5%
54.9%	45%	51.0%
53.6%	44%	51.0%
52.6%	41%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	34.6%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	60.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CALDWELL PARISH

Total Public Population: 1506



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	95.7%	96.7%	95.8%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.3%	95.9%	95.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	33.3%	37.4%	36.6%	≥ 15.5%	17.2%	25.0%	44.3%	25.7%	≥ 19.5%
8th Grade	6.4%	5.9%	30.9%	17.8%	≥ 8.0%	11.2%	5.9%	47.7%	38.3%	≥ 12.5%
10th Grade	12.0%	9.1%	39.4%	21.8%	≥ 9.0%	10.2%	<1%	43.9%	31.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	33.3%	≥ 53.0%	68.5%	33.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	70.2%	≥66.0%
17.0%	21.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	67%	72.5%
65.8%	83%	72.5%
59.2%	83%	60.5%
54.9%	71%	51.0%
53.6%	57%	51.0%
52.6%	57%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CAMERON PARISH

Total Public Population: 1171



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.5%	97.8%	97.5%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.6%	96.7%	97.6%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	23.5%	37.4%	45.5%	≥ 15.5%	17.2%	29.4%	44.3%	49.4%	≥ 19.5%
8th Grade	6.4%	10.0%	30.9%	39.2%	≥ 8.0%	11.2%	10.0%	47.7%	67.1%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	61.9%	≥ 9.0%	10.2%	28.6%	43.9%	66.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-60	≤ 33.0
10th Grade	≥-30	≥-70	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	71.4%	≥66.0%
17.0%	11.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	<5%	72.5%
65.8%	100%	72.5%
59.2%	100%	60.5%
54.9%	100%	51.0%
53.6%	100%	51.0%
52.6%	>95%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CATAHOULA PARISH

Total Public Population: 1055



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	33.33%	82.72%	75.31%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	92.3%	98.5%	97.9%	98.4%		95.2%	97.8%	95.2%	92.3%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	94.2%	96.7%	95.6%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		95.0%	95.9%	97.3%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	16.7%	37.4%	11.4%	≥ 15.5%	17.2%	<1%	44.3%	21.5%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	15.4%	≥ 8.0%	11.2%	<1%	47.7%	9.1%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	20.0%	≥ 9.0%	10.2%	<1%	43.9%	31.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	89.0%	≥66.0%
17.0%	7.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	95.0%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CLAIBORNE PARISH

Total Public Population: 1748



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	11.9%	18.1%
Gifted and Talented Students	<5%	9.2%
Regular Education Students	≥80%	72.7%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	95.5%	98.5%	97.9%	98.4%		96.1%	97.8%	96.1%	95.5%	
8th Grade	88.9%	97.4%	96.9%	97.4%	≥ 98.8%	93.5%	96.7%	95.0%	88.9%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		95.9%	95.9%	95.8%	95.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	22.8%	≥ 15.5%	17.2%	<1%	44.3%	18.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	10.6%	≥ 8.0%	11.2%	<1%	47.7%	11.1%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	19.6%	≥ 9.0%	10.2%	5.6%	43.9%	12.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	25.0%	≥ 53.0%	68.5%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	84.9%	≥66.0%
17.0%	5.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	8.6%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	>95%	72.5%
65.8%	100%	72.5%
59.2%	83%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	86%	51.0%
53.6%	57%	51.0%
52.6%	86%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	23.5%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	58.8%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CONCORDIA PARISH

Total Public Population: 3215



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	11.9%	11.3%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	83.27%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	8.7%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.7%	98.5%	97.9%	98.4%		97.4%	97.8%	97.5%	96.7%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.7%	96.7%	97.8%	>99%	≥ 98.8%
10th Grade	93.5%	94.6%	96.6%	94.6%		94.0%	95.9%	95.6%	94.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	20.8%	37.4%	40.7%	≥ 15.5%	17.2%	29.2%	44.3%	37.1%	≥ 19.5%
8th Grade	6.4%	23.1%	30.9%	24.0%	≥ 8.0%	11.2%	23.1%	47.7%	37.5%	≥ 12.5%
10th Grade	12.0%	4.0%	39.4%	24.2%	≥ 9.0%	10.2%	6.7%	43.9%	28.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	40.0%	≥ 55.0%	50.0%	40.0%	≥ 54.0%
8th Grade	61.7%	42.9%	≥ 62.0%	56.3%	14.3%	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	25.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	73.9%	≥66.0%
17.0%	19.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	7.4%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	86%	72.5%
65.8%	100%	72.5%
59.2%	71%	60.5%
54.9%	57%	51.0%
53.6%	57%	51.0%
52.6%	43%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	26.1%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	73.9%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

DESOTO PARISH

Total Public Population: 5217



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.5%	97.8%	98.5%	>99%	
8th Grade	95.0%	97.4%	96.9%	97.4%	≥ 98.8%	97.0%	96.7%	97.3%	95.0%	≥ 98.8%
10th Grade	97.6%	94.6%	96.6%	94.6%		98.7%	95.9%	98.7%	97.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	9.5%	37.4%	39.2%	≥ 15.5%	17.2%	9.5%	44.3%	57.2%	≥ 19.5%
8th Grade	6.4%	3.1%	30.9%	39.0%	≥ 8.0%	11.2%	<1%	47.7%	87.8%	≥ 12.5%
10th Grade	12.0%	38.9%	39.4%	65.3%	≥ 9.0%	10.2%	8.3%	43.9%	53.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	40.0%	≥ 54.0%
8th Grade	61.7%	83.3%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	80.0%	≥ 53.0%	68.5%	80.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-90	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	62.6%	≥66.0%
17.0%	10.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	18.5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	29%	72.5%
65.8%	29%	72.5%
59.2%	<5%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	14%	51.0%
53.6%	29%	51.0%
52.6%	14%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No

EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	27.3%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	54.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

EAST BATON ROUGE PARISH

Total Public Population: 43722



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	73.65%	82.72%	73.86%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	40.9%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.4%	98.5%	97.9%	98.4%		97.8%	97.8%	97.9%	97.8%	
8th Grade	96.3%	97.4%	96.9%	97.4%	≥ 98.8%	95.7%	96.7%	95.9%	95.0%	≥ 98.8%
10th Grade	91.6%	94.6%	96.6%	94.6%		93.0%	95.9%	94.8%	90.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	9.2%	37.4%	28.6%	≥ 15.5%	17.2%	11.6%	44.3%	38.5%	≥ 19.5%
8th Grade	6.4%	5.0%	30.9%	21.8%	≥ 8.0%	11.2%	10.5%	47.7%	40.2%	≥ 12.5%
10th Grade	12.0%	3.7%	39.4%	23.3%	≥ 9.0%	10.2%	6.5%	43.9%	33.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	53.5%	≥ 55.0%	50.0%	47.9%	≥ 54.0%
8th Grade	61.7%	31.9%	≥ 62.0%	56.3%	25.5%	≥ 60.0%
10th Grade	51.2%	49.2%	≥ 53.0%	68.5%	46.9%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	55.3%	≥66.0%
17.0%	20.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	6.7%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	57%	72.5%
65.8%	55%	72.5%
59.2%	49%	60.5%
54.9%	38%	51.0%
53.6%	38%	51.0%
52.6%	38%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	46.2%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	60.8%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

EAST CARROLL PARISH

Total Public Population: 826



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	25.00%	82.72%	84.85%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		96.2%	97.8%	96.2%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	96.4%	88.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	33.3%	37.4%	26.0%	≥ 15.5%	17.2%	33.3%	44.3%	28.0%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	7.5%	≥ 8.0%	11.2%	<1%	47.7%	24.5%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	25.5%	≥ 9.0%	10.2%	<1%	43.9%	17.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	66.7%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	81.3%	≥66.0%
17.0%	13.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	58.3%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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	2022-2023 STATE TARGET
Positive social-emotional skills	61.8%	N/A	72.5%
Acquisition and use of knowledge and skills	65.8%	N/A	72.5%
Appropriate behaviors to meet needs	59.2%	N/A	60.5%

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

	STATE	DISTRICT	2022-2023 STATE TARGET
Positive social-emotional skills	54.9%	N/A	51.0%
Acquisition and use of knowledge and skills	53.6%	N/A	51.0%
Appropriate behaviors to meet needs	52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

EAST FELICIANA PARISH

Total Public Population: 1771



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	80.00%	82.72%	74.29%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	83.3%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.3%	97.8%	98.3%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.2%	95.9%	95.0%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	24.3%	≥ 15.5%	17.2%	<1%	44.3%	30.6%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	21.1%	≥ 8.0%	11.2%	15.4%	47.7%	33.9%	≥ 12.5%
10th Grade	12.0%	14.3%	39.4%	68.6%	≥ 9.0%	10.2%	10.0%	43.9%	43.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	66.7%	≥ 55.0%	50.0%	66.7%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-60	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	63.3%	≥66.0%
17.0%	22.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	7.7%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	25%	72.5%
65.8%	<5%	72.5%
59.2%	25%	60.5%
54.9%	<5%	51.0%
53.6%	<5%	51.0%
52.6%	<5%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	93.9%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	50%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

EVANGELINE PARISH

Total Public Population: 5741



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	64.71%	82.72%	86.90%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	31.4%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.0%	98.5%	97.9%	98.4%		98.7%	97.8%	98.7%	98.0%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.2%	96.7%	97.2%	>99%	≥ 98.8%
10th Grade	94.1%	94.6%	96.6%	94.6%		95.3%	95.9%	95.6%	94.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	9.1%	37.4%	30.1%	≥ 15.5%	17.2%	6.8%	44.3%	41.3%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	25.3%	≥ 8.0%	11.2%	7.7%	47.7%	43.1%	≥ 12.5%
10th Grade	12.0%	2.1%	39.4%	29.3%	≥ 9.0%	10.2%	8.3%	43.9%	36.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	72.7%	≥ 55.0%	50.0%	81.8%	≥ 54.0%
8th Grade	61.7%	61.1%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	58.8%	≥ 53.0%	68.5%	82.4%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	68.9%	≥66.0%
17.0%	14.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	15.3%	≤3.9%
<5%	13.9%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	38%	72.5%
65.8%	54%	72.5%
59.2%	39%	60.5%
54.9%	28%	51.0%
53.6%	28%	51.0%
52.6%	40%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	90.6%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	20.6%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	67.6%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

FRANKLIN PARISH

Total Public Population: 2873



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	11.9%	14.2%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	85.29%	82.72%	85.63%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.4%	97.8%	97.4%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.5%	96.7%	97.5%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.1%	95.9%	95.2%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	14.3%	37.4%	16.1%	≥ 15.5%	17.2%	9.5%	44.3%	19.4%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	19.8%	≥ 8.0%	11.2%	9.5%	47.7%	34.2%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	15.7%	≥ 9.0%	10.2%	2.9%	43.9%	25.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	80.0%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	71.4%	≥ 53.0%	68.5%	71.4%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	74.7%	≥66.0%
17.0%	7.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	13.2%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	50%	72.5%
65.8%	50%	72.5%
59.2%	50%	60.5%
54.9%	<5%	51.0%
53.6%	<5%	51.0%
52.6%	<5%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	70%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	20.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	75.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

GRANT PARISH

Total Public Population: 2985



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	11.9%	17.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.7%	98.5%	97.9%	98.4%		98.6%	97.8%	98.6%	97.7%	
8th Grade	96.2%	97.4%	96.9%	97.4%	≥ 98.8%	98.2%	96.7%	97.7%	96.2%	≥ 98.8%
10th Grade	93.5%	94.6%	96.6%	94.6%		95.4%	95.9%	97.3%	93.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	26.2%	37.4%	36.6%	≥ 15.5%	17.2%	23.8%	44.3%	41.5%	≥ 19.5%
8th Grade	6.4%	8.7%	30.9%	35.7%	≥ 8.0%	11.2%	6.5%	47.7%	23.5%	≥ 12.5%
10th Grade	12.0%	4.2%	39.4%	38.1%	≥ 9.0%	10.2%	12.5%	43.9%	38.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	75.0%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	60.0%	≥ 53.0%	68.5%	80.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	83.1%	≥66.0%
17.0%	8.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	31.1%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	75%	72.5%
65.8%	25%	72.5%
59.2%	60%	60.5%
54.9%	75%	51.0%
53.6%	63%	51.0%
52.6%	50%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

IBERIA PARISH

Total Public Population: 11899



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	65.31%	82.72%	86.79%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	32.9%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.7%	97.8%	98.7%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.3%	96.7%	96.5%	>99%	≥ 98.8%
10th Grade	97.9%	94.6%	96.6%	94.6%		97.6%	95.9%	97.8%	98.2%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	32.1%	37.4%	43.5%	≥ 15.5%	17.2%	28.3%	44.3%	52.7%	≥ 19.5%
8th Grade	6.4%	10.8%	30.9%	24.1%	≥ 8.0%	11.2%	23.7%	47.7%	51.6%	≥ 12.5%
10th Grade	12.0%	13.2%	39.4%	46.1%	≥ 9.0%	10.2%	13.3%	43.9%	47.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	28.6%	≥ 55.0%	50.0%	28.6%	≥ 54.0%
8th Grade	61.7%	85.7%	≥ 62.0%	56.3%	71.4%	≥ 60.0%
10th Grade	51.2%	94.1%	≥ 53.0%	68.5%	94.1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	77.6%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	18.6%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	80%	72.5%
65.8%	80%	72.5%
59.2%	56%	60.5%
54.9%	64%	51.0%
53.6%	64%	51.0%
52.6%	45%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	23.1%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	42.3%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

IBERVILLE PARISH

Total Public Population: 4553



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	69.57%	82.72%	87.85%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	12.5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	93.5%	98.5%	97.9%	98.4%		97.4%	97.8%	97.5%	93.5%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.7%	96.7%	97.8%	>99%	≥ 98.8%
10th Grade	81.4%	94.6%	96.6%	94.6%		93.2%	95.9%	96.0%	86.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	13.8%	37.4%	35.1%	≥ 15.5%	17.2%	10.3%	44.3%	38.5%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	26.5%	≥ 8.0%	11.2%	<1%	47.7%	38.6%	≥ 12.5%
10th Grade	12.0%	3.4%	39.4%	23.4%	≥ 9.0%	10.2%	<1%	43.9%	30.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	66.7%	≥ 53.0%	68.5%	66.7%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	78.3%	≥66.0%
17.0%	9.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	43.1%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	70%	72.5%
65.8%	63%	72.5%
59.2%	64%	60.5%
54.9%	53%	51.0%
53.6%	65%	51.0%
52.6%	65%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	22.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	50.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

JACKSON PARISH

Total Public Population: 2205



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	93.33%	82.72%	89.73%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	91.7%	98.5%	97.9%	98.4%		98.6%	97.8%	98.6%	91.7%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.7%	96.7%	98.7%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.6%	95.9%	94.6%	94.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	25.0%	≥ 15.5%	17.2%	<1%	44.3%	23.5%	≥ 19.5%
8th Grade	6.4%	6.3%	30.9%	21.1%	≥ 8.0%	11.2%	18.8%	47.7%	32.2%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	33.1%	≥ 9.0%	10.2%	<1%	43.9%	39.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	75.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	66.0%	≥66.0%
17.0%	10.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	12.1%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	71%	72.5%
65.8%	50%	72.5%
59.2%	71%	60.5%
54.9%	67%	51.0%
53.6%	56%	51.0%
52.6%	56%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	11.1%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	51.9%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

JEFFERSON PARISH

Total Public Population: 50910



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	11.9%	10.9%
Gifted and Talented Students	<5%	5.9%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	69.44%	82.72%	71.68%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	24.1%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.4%	98.5%	97.9%	98.4%		98.2%	97.8%	98.5%	98.5%	
8th Grade	98.4%	97.4%	96.9%	97.4%	≥ 98.8%	97.4%	96.7%	97.8%	98.5%	≥ 98.8%
10th Grade	93.8%	94.6%	96.6%	94.6%		95.7%	95.9%	97.7%	95.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	15.1%	37.4%	30.3%	≥ 15.5%	17.2%	15.8%	44.3%	36.0%	≥ 19.5%
8th Grade	6.4%	4.6%	30.9%	25.3%	≥ 8.0%	11.2%	9.8%	47.7%	43.5%	≥ 12.5%
10th Grade	12.0%	14.4%	39.4%	34.5%	≥ 9.0%	10.2%	16.6%	43.9%	41.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	57.1%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	69.4%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	62.1%	≥ 53.0%	68.5%	67.2%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	50.0%	≥66.0%
17.0%	24.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	5.1%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	62%	72.5%
65.8%	59%	72.5%
59.2%	53%	60.5%
54.9%	43%	51.0%
53.6%	44%	51.0%
52.6%	43%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	80%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

JEFFERSON DAVIS PARISH

Total Public Population: 5634



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	11.9%	14.3%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.6%	98.5%	97.9%	98.4%		98.2%	97.8%	97.9%	98.6%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.7%	96.7%	97.4%	>99%	≥ 98.8%
10th Grade	94.9%	94.6%	96.6%	94.6%		97.4%	95.9%	96.7%	91.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	20.6%	37.4%	54.1%	≥ 15.5%	17.2%	20.6%	44.3%	42.4%	≥ 19.5%
8th Grade	6.4%	4.3%	30.9%	29.2%	≥ 8.0%	11.2%	2.1%	47.7%	37.8%	≥ 12.5%
10th Grade	12.0%	12.1%	39.4%	46.2%	≥ 9.0%	10.2%	2.4%	43.9%	44.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	20.0%	≥ 55.0%	50.0%	60.0%	≥ 54.0%
8th Grade	61.7%	87.5%	≥ 62.0%	56.3%	87.5%	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	65.3%	≥66.0%
17.0%	18.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	6.1%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	<5%	72.5%
65.8%	<5%	72.5%
59.2%	<5%	60.5%
54.9%	<5%	51.0%
53.6%	<5%	51.0%
52.6%	<5%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	88%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	13.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	41.2%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LAFAYETTE PARISH

Total Public Population: 32534



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	11.9%	7.5%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	82.42%	82.72%	87.32%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	30.4%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.1%	98.5%	97.9%	98.4%		98.7%	97.8%	98.7%	97.1%	
8th Grade	98.5%	97.4%	96.9%	97.4%	≥ 98.8%	97.4%	96.7%	97.5%	98.5%	≥ 98.8%
10th Grade	98.0%	94.6%	96.6%	94.6%		97.5%	95.9%	98.4%	96.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	19.8%	37.4%	50.6%	≥ 15.5%	17.2%	19.8%	44.3%	52.0%	≥ 19.5%
8th Grade	6.4%	8.2%	30.9%	42.0%	≥ 8.0%	11.2%	13.7%	47.7%	54.7%	≥ 12.5%
10th Grade	12.0%	16.2%	39.4%	55.3%	≥ 9.0%	10.2%	8.9%	43.9%	55.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	57.1%	≥ 55.0%	50.0%	61.9%	≥ 54.0%
8th Grade	61.7%	75.5%	≥ 62.0%	56.3%	69.8%	≥ 60.0%
10th Grade	51.2%	59.0%	≥ 53.0%	68.5%	84.6%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	65.6%	≥66.0%
17.0%	10.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	13.3%	≥26.0%
5.5%	9.6%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	75%	72.5%
65.8%	33%	72.5%
59.2%	50%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	73%	51.0%
53.6%	64%	51.0%
52.6%	55%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	93%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	23.9%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	43.6%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LAFOURCHE PARISH

Total Public Population: 14323



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	11.9%	9.0%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	78.43%	82.72%	90.51%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.6%	98.5%	97.9%	98.4%		99.0%	97.8%	99.0%	96.6%	
8th Grade	98.9%	97.4%	96.9%	97.4%	≥ 98.8%	98.1%	96.7%	98.1%	97.8%	≥ 98.8%
10th Grade	96.9%	94.6%	96.6%	94.6%		96.5%	95.9%	96.9%	96.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	17.6%	37.4%	46.1%	≥ 15.5%	17.2%	20.3%	44.3%	53.7%	≥ 19.5%
8th Grade	6.4%	5.7%	30.9%	33.7%	≥ 8.0%	11.2%	25.7%	47.7%	62.4%	≥ 12.5%
10th Grade	12.0%	22.8%	39.4%	48.5%	≥ 9.0%	10.2%	16.9%	43.9%	56.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	30.0%	≥ 55.0%	50.0%	20.0%	≥ 54.0%
8th Grade	61.7%	61.1%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	46.7%	≥ 53.0%	68.5%	60.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	77.6%	≥66.0%
17.0%	9.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	27.8%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	6.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	36.7%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LASALLE PARISH

Total Public Population: 2658



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.1%	97.8%	98.1%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.4%	96.7%	97.4%	>99%	≥ 98.8%
10th Grade	85.0%	94.6%	96.6%	94.6%		94.2%	95.9%	93.2%	81.0%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	23.1%	37.4%	49.7%	≥ 15.5%	17.2%	3.8%	44.3%	47.2%	≥ 19.5%
8th Grade	6.4%	12.5%	30.9%	44.7%	≥ 8.0%	11.2%	6.3%	47.7%	49.7%	≥ 12.5%
10th Grade	12.0%	14.3%	39.4%	34.6%	≥ 9.0%	10.2%	14.3%	43.9%	42.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	25.0%	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	33.3%	≥ 53.0%	68.5%	33.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	76.6%	≥66.0%
17.0%	16.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	10.0%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	50%	72.5%
65.8%	63%	72.5%
59.2%	71%	60.5%
54.9%	38%	51.0%
53.6%	38%	51.0%
52.6%	63%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	9.1%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	54.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

LINCOLN PARISH

Total Public Population: 5857



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	11.9%	14.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.9%	97.8%	97.9%	>99%	
8th Grade	98.5%	97.4%	96.9%	97.4%	≥ 98.8%	98.0%	96.7%	98.3%	>99%	≥ 98.8%
10th Grade	84.0%	94.6%	96.6%	94.6%		93.1%	95.9%	94.9%	83.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	14.3%	37.4%	44.8%	≥ 15.5%	17.2%	20.4%	44.3%	54.7%	≥ 19.5%
8th Grade	6.4%	1.7%	30.9%	36.0%	≥ 8.0%	11.2%	1.6%	47.7%	67.4%	≥ 12.5%
10th Grade	12.0%	20.4%	39.4%	53.2%	≥ 9.0%	10.2%	12.0%	43.9%	59.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	71.4%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	57.1%	≥ 62.0%	56.3%	28.6%	≥ 60.0%
10th Grade	51.2%	35.7%	≥ 53.0%	68.5%	71.4%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-70	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	73.7%	≥66.0%
17.0%	10.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	21.4%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	50.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	72.9%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LIVINGSTON PARISH

Total Public Population: 28108



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	82.98%	82.72%	90.73%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	5.2%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.8%	97.8%	97.9%	>99%	
8th Grade	96.2%	97.4%	96.9%	97.4%	≥ 98.8%	94.6%	96.7%	94.9%	96.3%	≥ 98.8%
10th Grade	98.0%	94.6%	96.6%	94.6%		97.7%	95.9%	98.2%	96.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	25.0%	37.4%	41.2%	≥ 15.5%	17.2%	25.8%	44.3%	57.3%	≥ 19.5%
8th Grade	6.4%	11.5%	30.9%	39.8%	≥ 8.0%	11.2%	14.8%	47.7%	60.5%	≥ 12.5%
10th Grade	12.0%	21.1%	39.4%	51.3%	≥ 9.0%	10.2%	10.8%	43.9%	55.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	52.0%	≥ 55.0%	50.0%	36.0%	≥ 54.0%
8th Grade	61.7%	63.6%	≥ 62.0%	56.3%	54.5%	≥ 60.0%
10th Grade	51.2%	21.9%	≥ 53.0%	68.5%	62.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	50.2%	≥66.0%
17.0%	32.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	51.8%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	52%	72.5%
65.8%	65%	72.5%
59.2%	61%	60.5%
54.9%	50%	51.0%
53.6%	52%	51.0%
52.6%	49%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	90%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	40.6%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	69.6%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

MADISON PARISH

Total Public Population: 1380



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	75.00%	82.72%	83.08%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	87.5%	98.5%	97.9%	98.4%		93.5%	97.8%	93.5%	87.5%	
8th Grade	93.8%	97.4%	96.9%	97.4%	≥ 98.8%	91.4%	96.7%	92.6%	>99%	≥ 98.8%
10th Grade	81.3%	94.6%	96.6%	94.6%		82.8%	95.9%	84.4%	86.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	4.8%	≥ 15.5%	17.2%	<1%	44.3%	15.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	2.8%	≥ 8.0%	11.2%	<1%	47.7%	5.5%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	9.5%	≥ 9.0%	10.2%	<1%	43.9%	15.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	25.0%	≥ 53.0%	68.5%	62.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	46.0%	≥66.0%
17.0%	44.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	>95%	72.5%
65.8%	>95%	72.5%
59.2%	>95%	60.5%
54.9%	<5%	51.0%
53.6%	<5%	51.0%
52.6%	>95%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	0.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	20.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

MOREHOUSE PARISH

Total Public Population: 3398



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	11.9%	15.7%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	61.11%	82.72%	81.44%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	92.9%	97.4%	96.9%	97.4%	≥ 98.8%	93.1%	96.7%	93.5%	92.9%	≥ 98.8%
10th Grade	93.1%	94.6%	96.6%	94.6%		85.8%	95.9%	92.7%	81.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	5.7%	37.4%	18.9%	≥ 15.5%	17.2%	5.7%	44.3%	22.9%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	12.3%	≥ 8.0%	11.2%	3.2%	47.7%	26.4%	≥ 12.5%
10th Grade	12.0%	4.0%	39.4%	20.1%	≥ 9.0%	10.2%	<1%	43.9%	17.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	40.0%	≥ 55.0%	50.0%	60.0%	≥ 54.0%
8th Grade	61.7%	12.5%	≥ 62.0%	56.3%	25.0%	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	76.8%	≥66.0%
17.0%	6.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	17.5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	22.5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

NATCHITOCHE PARISH

Total Public Population: 5581



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	89.29%	82.72%	84.24%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.5%	98.5%	97.9%	98.4%		97.5%	97.8%	97.8%	97.5%	
8th Grade	97.8%	97.4%	96.9%	97.4%	≥ 98.8%	95.8%	96.7%	96.1%	97.8%	≥ 98.8%
10th Grade	91.7%	94.6%	96.6%	94.6%		94.1%	95.9%	96.7%	97.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	13.9%	37.4%	37.8%	≥ 15.5%	17.2%	19.4%	44.3%	42.9%	≥ 19.5%
8th Grade	6.4%	13.2%	30.9%	35.6%	≥ 8.0%	11.2%	13.2%	47.7%	44.0%	≥ 12.5%
10th Grade	12.0%	11.1%	39.4%	32.5%	≥ 9.0%	10.2%	10.0%	43.9%	41.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	33.3%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	83.3%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	66.7%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	71.9%	≥66.0%
17.0%	18.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	18.5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	5.6%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	25.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	50.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

ORLEANS PARISH

Total Public Population: 2131



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	<5%	82.72%	10.00%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.7%	97.8%	97.7%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.8%	96.7%	71.6%	87.5%	≥ 98.8%
10th Grade	88.9%	94.6%	96.6%	94.6%		92.9%	95.9%	93.5%	92.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	13.3%	37.4%	22.8%	≥ 15.5%	17.2%	23.3%	44.3%	29.6%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	11.6%	≥ 8.0%	11.2%	7.1%	47.7%	39.8%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	1.9%	≥ 9.0%	10.2%	9.1%	43.9%	5.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	25.0%	≥ 54.0%
8th Grade	61.7%	57.1%	≥ 62.0%	56.3%	42.9%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥0	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	73.1%	≥66.0%
17.0%	7.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	7.2%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	58%	72.5%
65.8%	56%	72.5%
59.2%	69%	60.5%
54.9%	79%	51.0%
53.6%	75%	51.0%
52.6%	71%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

OUACHITA PARISH

Total Public Population: 19231



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	11.9%	12.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	79.63%	82.72%	86.49%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.5%	98.5%	97.9%	98.4%		97.6%	97.8%	97.6%	98.0%	
8th Grade	96.9%	97.4%	96.9%	97.4%	≥ 98.8%	97.2%	96.7%	97.8%	97.4%	≥ 98.8%
10th Grade	97.4%	94.6%	96.6%	94.6%		97.8%	95.9%	97.4%	97.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	11.7%	37.4%	37.3%	≥ 15.5%	17.2%	11.7%	44.3%	47.9%	≥ 19.5%
8th Grade	6.4%	9.4%	30.9%	38.5%	≥ 8.0%	11.2%	13.1%	47.7%	30.6%	≥ 12.5%
10th Grade	12.0%	17.1%	39.4%	41.7%	≥ 9.0%	10.2%	17.6%	43.9%	42.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	63.6%	≥ 55.0%	50.0%	59.1%	≥ 54.0%
8th Grade	61.7%	75.0%	≥ 62.0%	56.3%	64.3%	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	73.1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	71.8%	≥66.0%
17.0%	10.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	18.8%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	<5%	72.5%
65.8%	<5%	72.5%
59.2%	>95%	60.5%
54.9%	<5%	51.0%
53.6%	<5%	51.0%
52.6%	<5%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	>95%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	39.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	63.8%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

PLAQUEMINES PARISH

Total Public Population: 3954



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	11.9%	13.7%
Gifted and Talented Students	<5%	5.0%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	66.67%	82.72%	87.33%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	70.0%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.7%	97.8%	97.8%	>99%	
8th Grade	97.8%	97.4%	96.9%	97.4%	≥ 98.8%	96.0%	96.7%	96.1%	97.8%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.7%	95.9%	97.0%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	45.2%	37.4%	70.0%	≥ 15.5%	17.2%	32.3%	44.3%	67.6%	≥ 19.5%
8th Grade	6.4%	5.7%	30.9%	45.1%	≥ 8.0%	11.2%	11.4%	47.7%	58.5%	≥ 12.5%
10th Grade	12.0%	26.5%	39.4%	52.5%	≥ 9.0%	10.2%	24.2%	43.9%	61.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	75.0%	≥ 55.0%	50.0%	75.0%	≥ 54.0%
8th Grade	61.7%	44.4%	≥ 62.0%	56.3%	33.3%	≥ 60.0%
10th Grade	51.2%	37.5%	≥ 53.0%	68.5%	37.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	54.9%	≥66.0%
17.0%	31.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	43.6%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	40%	72.5%
65.8%	60%	72.5%
59.2%	40%	60.5%
54.9%	<5%	51.0%
53.6%	20%	51.0%
52.6%	20%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	80.0%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	90.0%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	50.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	70.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

POINTE COUPEE PARISH

Total Public Population: 2731



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	61.54%	82.72%	80.59%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	25.0%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.4%	97.8%	98.4%	>99%	
8th Grade	87.5%	97.4%	96.9%	97.4%	≥ 98.8%	96.4%	96.7%	96.4%	87.5%	≥ 98.8%
10th Grade	89.3%	94.6%	96.6%	94.6%		92.8%	95.9%	92.7%	89.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	4.3%	37.4%	24.6%	≥ 15.5%	17.2%	4.3%	44.3%	29.0%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	17.5%	≥ 8.0%	11.2%	<1%	47.7%	38.5%	≥ 12.5%
10th Grade	12.0%	5.0%	39.4%	22.7%	≥ 9.0%	10.2%	10.0%	43.9%	35.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	33.3%	≥ 60.0%
10th Grade	51.2%	20.0%	≥ 53.0%	68.5%	40.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	68.8%	≥66.0%
17.0%	7.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	8.5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	33%	72.5%
65.8%	33%	72.5%
59.2%	33%	60.5%
54.9%	17%	51.0%
53.6%	17%	51.0%
52.6%	33%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	26.1%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	47.8%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

RAPIDES PARISH

Total Public Population: 23202



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	76.30%	82.72%	85.50%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	18.1%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.7%	98.5%	97.9%	98.4%		98.7%	97.8%	98.7%	98.8%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.0%	96.7%	98.0%	>99%	≥ 98.8%
10th Grade	93.8%	94.6%	96.6%	94.6%		96.8%	95.9%	96.8%	90.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	17.1%	37.4%	38.8%	≥ 15.5%	17.2%	17.5%	44.3%	49.8%	≥ 19.5%
8th Grade	6.4%	8.2%	30.9%	35.2%	≥ 8.0%	11.2%	12.1%	47.7%	50.8%	≥ 12.5%
10th Grade	12.0%	12.1%	39.4%	43.4%	≥ 9.0%	10.2%	9.4%	43.9%	44.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	38.5%	≥ 55.0%	50.0%	15.4%	≥ 54.0%
8th Grade	61.7%	60.7%	≥ 62.0%	56.3%	46.4%	≥ 60.0%
10th Grade	51.2%	35.5%	≥ 53.0%	68.5%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	66.0%	≥66.0%
17.0%	18.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	19.7%	≥26.0%
5.5%	<5%	≤3.9%
<5%	7.6%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	59%	72.5%
65.8%	79%	72.5%
59.2%	50%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	64%	51.0%
53.6%	67%	51.0%
52.6%	58%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	28.1%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	78.1%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

RED RIVER PARISH

Total Public Population: 1429



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	88.2%	97.4%	96.9%	97.4%	≥ 98.8%	94.3%	96.7%	94.3%	88.2%	≥ 98.8%
10th Grade	85.7%	94.6%	96.6%	94.6%		89.6%	95.9%	90.6%	85.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	11.1%	37.4%	25.0%	≥ 15.5%	17.2%	11.1%	44.3%	31.9%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	16.9%	≥ 8.0%	11.2%	<1%	47.7%	36.1%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	31.6%	≥ 9.0%	10.2%	<1%	43.9%	22.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	76.3%	≥66.0%
17.0%	13.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	58.3%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	0.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	0.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

RICHLAND PARISH

Total Public Population: 2906



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	81.82%	82.72%	75.88%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	31.3%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.6%	97.8%	98.6%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.5%	96.7%	98.5%	>99%	≥ 98.8%
10th Grade	94.4%	94.6%	96.6%	94.6%		96.7%	95.9%	96.8%	97.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	11.1%	37.4%	22.7%	≥ 15.5%	17.2%	16.7%	44.3%	31.9%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	20.6%	≥ 8.0%	11.2%	4.8%	47.7%	28.4%	≥ 12.5%
10th Grade	12.0%	3.3%	39.4%	15.4%	≥ 9.0%	10.2%	8.3%	43.9%	24.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	57.1%	≥ 62.0%	56.3%	42.9%	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	67.7%	≥66.0%
17.0%	13.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	13.0%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	69%	72.5%
65.8%	72%	72.5%
59.2%	50%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	67%	51.0%
53.6%	61%	51.0%
52.6%	50%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	>95%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	16.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	41.7%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

SABINE PARISH

Total Public Population: 4196



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	97.0%	97.4%	96.9%	97.4%	≥ 98.8%	97.6%	96.7%	97.6%	97.0%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		98.2%	95.9%	96.8%	94.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	3.1%	37.4%	29.5%	≥ 15.5%	17.2%	9.4%	44.3%	45.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	32.7%	≥ 8.0%	11.2%	4.3%	47.7%	18.2%	≥ 12.5%
10th Grade	12.0%	25.0%	39.4%	49.6%	≥ 9.0%	10.2%	6.5%	43.9%	45.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	66.7%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	55.6%	≥ 60.0%
10th Grade	51.2%	33.3%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	61.8%	≥66.0%
17.0%	24.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	19.0%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	50%	72.5%
65.8%	53%	72.5%
59.2%	38%	60.5%
54.9%	28%	51.0%
53.6%	33%	51.0%
52.6%	22%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	83.3%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	15.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	87.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ST. BERNARD PARISH

Total Public Population: 8373



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	89.36%	82.72%	93.03%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	17.6%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.8%	97.8%	98.9%	>99%	
8th Grade	89.7%	97.4%	96.9%	97.4%	≥ 98.8%	95.7%	96.7%	96.0%	89.9%	≥ 98.8%
10th Grade	97.0%	94.6%	96.6%	94.6%		97.9%	95.9%	98.6%	95.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	14.8%	37.4%	43.5%	≥ 15.5%	17.2%	13.0%	44.3%	48.2%	≥ 19.5%
8th Grade	6.4%	4.0%	30.9%	25.8%	≥ 8.0%	11.2%	18.0%	47.7%	50.4%	≥ 12.5%
10th Grade	12.0%	12.2%	39.4%	47.1%	≥ 9.0%	10.2%	11.8%	43.9%	46.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	62.5%	≥ 55.0%	50.0%	37.5%	≥ 54.0%
8th Grade	61.7%	90.9%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	53.3%	≥ 53.0%	68.5%	60.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	64.9%	≥66.0%
17.0%	18.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	19.2%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	93%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	38.1%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	71.4%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ST. CHARLES PARISH

Total Public Population: 9642



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	11.9%	11.3%
Gifted and Talented Students	<5%	7.7%
Regular Education Students	≥80%	81.0%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	81.67%	82.72%	91.47%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	25.0%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	98.8%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	98.8%	
8th Grade	98.6%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	98.6%	≥ 98.8%
10th Grade	97.7%	94.6%	96.6%	94.6%		98.1%	95.9%	98.6%	97.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	21.6%	37.4%	54.5%	≥ 15.5%	17.2%	17.6%	44.3%	45.3%	≥ 19.5%
8th Grade	6.4%	9.1%	30.9%	44.0%	≥ 8.0%	11.2%	13.6%	47.7%	55.2%	≥ 12.5%
10th Grade	12.0%	14.9%	39.4%	57.2%	≥ 9.0%	10.2%	12.5%	43.9%	56.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	66.7%	≥ 55.0%	50.0%	16.7%	≥ 54.0%
8th Grade	61.7%	85.7%	≥ 62.0%	56.3%	57.1%	≥ 60.0%
10th Grade	51.2%	63.6%	≥ 53.0%	68.5%	72.7%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-50	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	63.5%	≥66.0%
17.0%	22.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	9.2%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	70%	72.5%
65.8%	52%	72.5%
59.2%	52%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	47%	51.0%
53.6%	41%	51.0%
52.6%	41%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	71%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	38.1%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	66.7%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ST. HELENA PARISH

Total Public Population: 1122



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	11.9%	16.3%
Gifted and Talented Students	<5%	6.2%
Regular Education Students	≥80%	77.5%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	78.57%	82.72%	84.44%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	15.4%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	88.2%	98.5%	97.9%	98.4%		94.0%	97.8%	94.0%	88.2%	
8th Grade	84.2%	97.4%	96.9%	97.4%	≥ 98.8%	95.9%	96.7%	96.0%	84.2%	≥ 98.8%
10th Grade	81.3%	94.6%	96.6%	94.6%		94.4%	95.9%	95.6%	92.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	6.4%	≥ 15.5%	17.2%	<1%	44.3%	16.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	1.1%	≥ 8.0%	11.2%	<1%	47.7%	4.4%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	4.8%	≥ 9.0%	10.2%	<1%	43.9%	3.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	81.0%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ST. JAMES PARISH

Total Public Population: 3578



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	92.86%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	7.7%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	96.8%	97.4%	96.9%	97.4%	≥ 98.8%	98.0%	96.7%	98.0%	96.8%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		98.7%	95.9%	98.1%	92.0%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	20.0%	37.4%	40.1%	≥ 15.5%	17.2%	23.3%	44.3%	44.6%	≥ 19.5%
8th Grade	6.4%	16.7%	30.9%	40.5%	≥ 8.0%	11.2%	25.0%	47.7%	57.7%	≥ 12.5%
10th Grade	12.0%	20.0%	39.4%	54.8%	≥ 9.0%	10.2%	5.9%	43.9%	54.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	25.0%	≥ 54.0%
8th Grade	61.7%	33.3%	≥ 62.0%	56.3%	33.3%	≥ 60.0%
10th Grade	51.2%	16.7%	≥ 53.0%	68.5%	33.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	71.6%	≥66.0%
17.0%	10.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	13.0%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	50%	72.5%
65.8%	57%	72.5%
59.2%	50%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	59%	51.0%
53.6%	65%	51.0%
52.6%	53%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	66.7%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	75%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	55.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	100.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

ST. JOHN THE BAPTIST PARISH

Total Public Population: 5428



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	48.78%	82.72%	67.24%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.9%	98.5%	97.9%	98.4%		96.9%	97.8%	97.1%	98.0%	
8th Grade	95.7%	97.4%	96.9%	97.4%	≥ 98.8%	96.2%	96.7%	96.4%	95.8%	≥ 98.8%
10th Grade	91.2%	94.6%	96.6%	94.6%		93.2%	95.9%	93.7%	90.0%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	13.2%	37.4%	26.9%	≥ 15.5%	17.2%	13.2%	44.3%	34.9%	≥ 19.5%
8th Grade	6.4%	2.8%	30.9%	17.3%	≥ 8.0%	11.2%	2.8%	47.7%	12.8%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	17.8%	≥ 9.0%	10.2%	<1%	43.9%	28.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	44.4%	≥ 55.0%	50.0%	33.3%	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	60.0%	≥ 53.0%	68.5%	80.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	70.5%	≥66.0%
17.0%	11.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	14.4%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	86%	72.5%
65.8%	86%	72.5%
59.2%	71%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	71%	51.0%
53.6%	71%	51.0%
52.6%	71%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	57.1%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	16.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	54.2%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ST. LANDRY PARISH

Total Public Population: 12653



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	11.9%	12.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	81.25%	82.72%	82.48%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	42.7%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.2%	97.8%	98.3%	>99%	
8th Grade	98.6%	97.4%	96.9%	97.4%	≥ 98.8%	97.0%	96.7%	96.9%	98.0%	≥ 98.8%
10th Grade	92.2%	94.6%	96.6%	94.6%		95.3%	95.9%	95.2%	89.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	9.8%	37.4%	30.1%	≥ 15.5%	17.2%	4.9%	44.3%	36.3%	≥ 19.5%
8th Grade	6.4%	4.4%	30.9%	24.1%	≥ 8.0%	11.2%	10.6%	47.7%	43.6%	≥ 12.5%
10th Grade	12.0%	7.4%	39.4%	28.8%	≥ 9.0%	10.2%	7.4%	43.9%	36.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	40.0%	≥ 55.0%	50.0%	30.0%	≥ 54.0%
8th Grade	61.7%	54.8%	≥ 62.0%	56.3%	58.1%	≥ 60.0%
10th Grade	51.2%	56.0%	≥ 53.0%	68.5%	70.8%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	68.7%	≥66.0%
17.0%	14.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	14.8%	≥26.0%
5.5%	<5%	≤3.9%
<5%	8.7%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	54%	72.5%
65.8%	52%	72.5%
59.2%	57%	60.5%
54.9%	50%	51.0%
53.6%	46%	51.0%
52.6%	54%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	21.4%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	52.9%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

ST. MARTIN PARISH

Total Public Population: 7599



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	73.33%	82.72%	82.27%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	25.9%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.9%	98.5%	97.9%	98.4%		97.6%	97.8%	97.6%	96.9%	
8th Grade	98.5%	97.4%	96.9%	97.4%	≥ 98.8%	96.9%	96.7%	97.0%	98.5%	≥ 98.8%
10th Grade	92.1%	94.6%	96.6%	94.6%		97.0%	95.9%	96.9%	97.2%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	25.5%	37.4%	41.6%	≥ 15.5%	17.2%	30.9%	44.3%	46.5%	≥ 19.5%
8th Grade	6.4%	5.5%	30.9%	22.0%	≥ 8.0%	11.2%	9.1%	47.7%	37.2%	≥ 12.5%
10th Grade	12.0%	10.7%	39.4%	29.6%	≥ 9.0%	10.2%	14.8%	43.9%	45.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	62.5%	≥ 55.0%	50.0%	62.5%	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	44.4%	≥ 60.0%
10th Grade	51.2%	85.7%	≥ 53.0%	68.5%	85.7%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	75.8%	≥66.0%
17.0%	10.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	17%	72.5%
65.8%	63%	72.5%
59.2%	67%	60.5%
54.9%	58%	51.0%
53.6%	50%	51.0%
52.6%	42%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	18.6%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	44.2%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ST. MARY PARISH

Total Public Population: 8114



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	11.9%	15.6%
Gifted and Talented Students	<5%	6.5%
Regular Education Students	≥80%	77.9%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	87.01%	82.72%	93.02%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.6%	98.5%	97.9%	98.4%		97.9%	97.8%	98.0%	97.8%	
8th Grade	97.7%	97.4%	96.9%	97.4%	≥ 98.8%	97.9%	96.7%	98.1%	97.8%	≥ 98.8%
10th Grade	95.7%	94.6%	96.6%	94.6%		98.0%	95.9%	97.7%	96.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	14.7%	37.4%	38.8%	≥ 15.5%	17.2%	17.2%	44.3%	38.8%	≥ 19.5%
8th Grade	6.4%	8.2%	30.9%	27.4%	≥ 8.0%	11.2%	16.4%	47.7%	38.4%	≥ 12.5%
10th Grade	12.0%	10.7%	39.4%	37.1%	≥ 9.0%	10.2%	10.7%	43.9%	44.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	66.7%	≥ 54.0%
8th Grade	61.7%	72.7%	≥ 62.0%	56.3%	63.6%	≥ 60.0%
10th Grade	51.2%	56.3%	≥ 53.0%	68.5%	68.8%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	65.5%	≥66.0%
17.0%	15.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	7.1%	≥26.0%
5.5%	14.3%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	69%	72.5%
65.8%	56%	72.5%
59.2%	63%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	50%	51.0%
53.6%	38%	51.0%
52.6%	44%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	>95%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	0.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	0.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ST. TAMMANY PARISH

Total Public Population: 39816



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	11.9%	14.8%
Gifted and Talented Students	<5%	5.6%
Regular Education Students	≥80%	79.6%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	73.97%	82.72%	79.47%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	27.5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.8%	97.8%	97.8%	>99%	
8th Grade	97.2%	97.4%	96.9%	97.4%	≥ 98.8%	97.0%	96.7%	97.1%	97.4%	≥ 98.8%
10th Grade	95.5%	94.6%	96.6%	94.6%		96.8%	95.9%	97.7%	96.0%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	26.4%	37.4%	51.7%	≥ 15.5%	17.2%	30.3%	44.3%	59.5%	≥ 19.5%
8th Grade	6.4%	9.5%	30.9%	38.8%	≥ 8.0%	11.2%	16.8%	47.7%	53.6%	≥ 12.5%
10th Grade	12.0%	10.3%	39.4%	46.2%	≥ 9.0%	10.2%	10.6%	43.9%	51.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	37.1%	≥ 55.0%	50.0%	40.0%	≥ 54.0%
8th Grade	61.7%	52.5%	≥ 62.0%	56.3%	48.3%	≥ 60.0%
10th Grade	51.2%	56.8%	≥ 53.0%	68.5%	89.2%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	51.8%	≥66.0%
17.0%	28.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	28.1%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	65%	72.5%
65.8%	75%	72.5%
59.2%	59%	60.5%
54.9%	56%	51.0%
53.6%	59%	51.0%
52.6%	56%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	43.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	83.7%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

TANGIPAHOA PARISH

Total Public Population: 20833



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	11.9%	11.2%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	68.05%	82.72%	68.94%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	34.2%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.2%	97.8%	97.2%	>99%	
8th Grade	95.1%	97.4%	96.9%	97.4%	≥ 98.8%	95.9%	96.7%	96.9%	96.2%	≥ 98.8%
10th Grade	87.7%	94.6%	96.6%	94.6%		92.3%	95.9%	94.5%	89.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	7.4%	37.4%	21.2%	≥ 15.5%	17.2%	9.9%	44.3%	27.4%	≥ 19.5%
8th Grade	6.4%	4.3%	30.9%	18.9%	≥ 8.0%	11.2%	3.6%	47.7%	53.0%	≥ 12.5%
10th Grade	12.0%	4.1%	39.4%	23.2%	≥ 9.0%	10.2%	4.9%	43.9%	30.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	30.0%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	78.9%	≥ 62.0%	56.3%	76.3%	≥ 60.0%
10th Grade	51.2%	52.9%	≥ 53.0%	68.5%	79.4%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	62.9%	≥66.0%
17.0%	14.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	13.8%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	59%	72.5%
65.8%	62%	72.5%
59.2%	66%	60.5%
54.9%	55%	51.0%
53.6%	50%	51.0%
52.6%	52%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	25.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	58.4%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

TENSAS PARISH

Total Public Population: 360



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	11.9%	21.4%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	50.00%	82.72%	80.49%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	94.4%	96.7%	94.4%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		92.7%	95.9%	89.7%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	22.6%	≥ 15.5%	17.2%	<1%	44.3%	16.1%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	6.3%	≥ 8.0%	11.2%	<1%	47.7%	18.8%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	<1%	≥ 9.0%	10.2%	<1%	43.9%	16.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥0	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	66.1%	≥66.0%
17.0%	5.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	25.0%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

TERREBONNE PARISH

Total Public Population: 16074



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	80.00%	82.72%	85.60%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	25.8%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.7%	98.5%	97.9%	98.4%		97.3%	97.8%	97.5%	97.1%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.4%	96.7%	98.3%	97.7%	≥ 98.8%
10th Grade	97.1%	94.6%	96.6%	94.6%		97.4%	95.9%	97.6%	95.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	17.4%	37.4%	39.4%	≥ 15.5%	17.2%	20.0%	44.3%	55.8%	≥ 19.5%
8th Grade	6.4%	2.8%	30.9%	26.1%	≥ 8.0%	11.2%	7.5%	47.7%	53.7%	≥ 12.5%
10th Grade	12.0%	11.0%	39.4%	40.6%	≥ 9.0%	10.2%	13.6%	43.9%	53.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	53.8%	≥ 55.0%	50.0%	15.4%	≥ 54.0%
8th Grade	61.7%	57.1%	≥ 62.0%	56.3%	35.7%	≥ 60.0%
10th Grade	51.2%	26.3%	≥ 53.0%	68.5%	57.9%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	76.7%	≥66.0%
17.0%	8.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	24.3%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	71%	72.5%
65.8%	78%	72.5%
59.2%	66%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	52%	51.0%
53.6%	49%	51.0%
52.6%	49%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	94%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	30.8%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	53.8%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

UNION PARISH

Total Public Population: 1920



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	87.50%	82.72%	86.84%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	21.4%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		95.4%	97.8%	95.7%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	95.3%	96.7%	95.3%	>99%	≥ 98.8%
10th Grade	80.8%	94.6%	96.6%	94.6%		79.6%	95.9%	72.2%	73.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	3.8%	37.4%	17.9%	≥ 15.5%	17.2%	7.7%	44.3%	23.6%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	28.1%	≥ 8.0%	11.2%	<1%	47.7%	26.4%	≥ 12.5%
10th Grade	12.0%	5.6%	39.4%	27.0%	≥ 9.0%	10.2%	<1%	43.9%	22.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	33.3%	≥ 53.0%	68.5%	33.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	74.8%	≥66.0%
17.0%	17.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	15.8%	≥26.0%
5.5%	5.3%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	67%	72.5%
65.8%	>95%	72.5%
59.2%	>95%	60.5%
54.9%	<5%	51.0%
53.6%	33%	51.0%
52.6%	67%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	>95%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	50.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	50.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

VERMILION PARISH

Total Public Population: 9792



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.6%	97.8%	98.6%	>99%	
8th Grade	96.7%	97.4%	96.9%	97.4%	≥ 98.8%	97.0%	96.7%	97.5%	96.8%	≥ 98.8%
10th Grade	94.7%	94.6%	96.6%	94.6%		98.1%	95.9%	98.1%	92.2%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	25.5%	37.4%	55.3%	≥ 15.5%	17.2%	19.4%	44.3%	57.3%	≥ 19.5%
8th Grade	6.4%	8.5%	30.9%	44.0%	≥ 8.0%	11.2%	23.9%	47.7%	60.4%	≥ 12.5%
10th Grade	12.0%	14.1%	39.4%	44.7%	≥ 9.0%	10.2%	11.1%	43.9%	53.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	80.0%	≥ 55.0%	50.0%	70.0%	≥ 54.0%
8th Grade	61.7%	76.5%	≥ 62.0%	56.3%	76.5%	≥ 60.0%
10th Grade	51.2%	57.1%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	77.9%	≥66.0%
17.0%	7.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	8.1%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	55%	72.5%
65.8%	57%	72.5%
59.2%	62%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	66%	51.0%
53.6%	66%	51.0%
52.6%	63%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	94%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	37.5%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	67.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

VERNON PARISH

Total Public Population: 9132



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.7%	98.5%	97.9%	98.4%		95.0%	97.8%	95.1%	96.7%	
8th Grade	95.6%	97.4%	96.9%	97.4%	≥ 98.8%	94.3%	96.7%	94.4%	95.7%	≥ 98.8%
10th Grade	96.6%	94.6%	96.6%	94.6%		98.0%	95.9%	98.3%	96.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	16.3%	37.4%	37.3%	≥ 15.5%	17.2%	20.0%	44.3%	48.6%	≥ 19.5%
8th Grade	6.4%	15.2%	30.9%	44.2%	≥ 8.0%	11.2%	19.0%	47.7%	53.9%	≥ 12.5%
10th Grade	12.0%	20.4%	39.4%	52.2%	≥ 9.0%	10.2%	21.3%	43.9%	58.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	42.9%	≥ 55.0%	50.0%	28.6%	≥ 54.0%
8th Grade	61.7%	75.0%	≥ 62.0%	56.3%	87.5%	≥ 60.0%
10th Grade	51.2%	62.5%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	64.5%	≥66.0%
17.0%	24.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	5.2%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	67%	72.5%
65.8%	68%	72.5%
59.2%	47%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	43%	51.0%
53.6%	52%	51.0%
52.6%	35%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	33.3%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	80.6%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WASHINGTON PARISH

Total Public Population: 5073



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	11.9%	18.2%
Gifted and Talented Students	<5%	7.2%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	78.79%	82.72%	83.28%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%	≥ 98.8%	98.5%	97.8%	98.5%	>99%	≥ 98.8%
8th Grade	98.5%	97.4%	96.9%	97.4%		95.9%	96.7%	96.0%	98.5%	
10th Grade	98.3%	94.6%	96.6%	94.6%		96.2%	95.9%	96.8%	98.2%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	2.9%	37.4%	28.4%	≥ 15.5%	17.2%	10.3%	44.3%	42.0%	≥ 19.5%
8th Grade	6.4%	3.3%	30.9%	21.0%	≥ 8.0%	11.2%	18.3%	47.7%	48.4%	≥ 12.5%
10th Grade	12.0%	14.6%	39.4%	40.2%	≥ 9.0%	10.2%	8.7%	43.9%	44.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	83.3%	≥ 55.0%	50.0%	83.3%	≥ 54.0%
8th Grade	61.7%	83.3%	≥ 62.0%	56.3%	83.3%	≥ 60.0%
10th Grade	51.2%	77.8%	≥ 53.0%	68.5%	77.8%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	77.4%	≥66.0%
17.0%	10.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	13.9%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	67%	72.5%
65.8%	77%	72.5%
59.2%	75%	60.5%
54.9%	81%	51.0%
53.6%	69%	51.0%
52.6%	88%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	92%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	39.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	39.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

WEBSTER PARISH

Total Public Population: 5657



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	89.36%	82.72%	88.09%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	8.3%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.2%	97.8%	97.2%	>99%	
8th Grade	95.2%	97.4%	96.9%	97.4%	≥ 98.8%	96.2%	96.7%	97.0%	96.8%	≥ 98.8%
10th Grade	92.7%	94.6%	96.6%	94.6%		95.9%	95.9%	95.9%	95.6%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	6.1%	37.4%	29.7%	≥ 15.5%	17.2%	4.1%	44.3%	32.0%	≥ 19.5%
8th Grade	6.4%	4.8%	30.9%	18.5%	≥ 8.0%	11.2%	7.0%	47.7%	19.4%	≥ 12.5%
10th Grade	12.0%	8.0%	39.4%	33.3%	≥ 9.0%	10.2%	6.7%	43.9%	44.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	58.8%	≥ 62.0%	56.3%	35.3%	≥ 60.0%
10th Grade	51.2%	46.2%	≥ 53.0%	68.5%	61.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	78.4%	≥66.0%
17.0%	10.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	8.7%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	75%	72.5%
65.8%	79%	72.5%
59.2%	68%	60.5%
54.9%	55%	51.0%
53.6%	45%	51.0%
52.6%	45%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	93%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	19.6%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	32.1%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WEST BATON ROUGE 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	11.9%	12.4%
Gifted and Talented Students	<5%	5.0%
Regular Education Students	≥80%	82.6%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	69.57%	82.72%	85.11%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	97.5%	98.5%	97.9%	98.4%		99.0%	97.8%	>99%	97.6%	
8th Grade	97.1%	97.4%	96.9%	97.4%	≥ 98.8%	97.4%	96.7%	97.5%	97.1%	≥ 98.8%
10th Grade	90.9%	94.6%	96.6%	94.6%		97.9%	95.9%	98.6%	96.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	8.6%	37.4%	33.3%	≥ 15.5%	17.2%	5.7%	44.3%	45.3%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	33.7%	≥ 8.0%	11.2%	7.1%	47.7%	45.6%	≥ 12.5%
10th Grade	12.0%	19.2%	39.4%	43.3%	≥ 9.0%	10.2%	8.7%	43.9%	37.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	25.0%	≥ 53.0%	68.5%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	70.9%	≥66.0%
17.0%	16.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	50.0%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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	2022-2023 STATE TARGET
Positive social-emotional skills	61.8%	73%	72.5%
Acquisition and use of knowledge and skills	65.8%	77%	72.5%
Appropriate behaviors to meet needs	59.2%	71%	60.5%

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

	STATE	DISTRICT	2022-2023 STATE TARGET
Positive social-emotional skills	54.9%	67%	51.0%
Acquisition and use of knowledge and skills	53.6%	72%	51.0%
Appropriate behaviors to meet needs	52.6%	61%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	93.3%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	0.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	0.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WEST CARROLL 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	11.9%	14.2%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	77.78%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		94.0%	97.8%	94.0%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	94.9%	96.7%	94.9%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		95.2%	95.9%	94.5%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	8.3%	37.4%	45.5%	≥ 15.5%	17.2%	<1%	44.3%	42.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	33.3%	≥ 8.0%	11.2%	<1%	47.7%	51.9%	≥ 12.5%
10th Grade	12.0%	6.7%	39.4%	34.5%	≥ 9.0%	10.2%	7.7%	43.9%	44.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-60	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	80.9%	≥66.0%
17.0%	8.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	6.1%	≤3.9%
<5%	9.1%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	0.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	25.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WEST FELICIANA PARISH

Total Public Population: 2275



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	11.9%	13.7%
Gifted and Talented Students	<5%	8.7%
Regular Education Students	≥80%	77.5%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	81.82%	82.72%	92.86%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.8%	97.8%	98.8%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.0%	96.7%	98.0%	>99%	≥ 98.8%
10th Grade	95.5%	94.6%	96.6%	94.6%		97.5%	95.9%	95.8%	94.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	9.5%	37.4%	48.8%	≥ 15.5%	17.2%	9.5%	44.3%	55.6%	≥ 19.5%
8th Grade	6.4%	9.5%	30.9%	56.8%	≥ 8.0%	11.2%	14.3%	47.7%	66.9%	≥ 12.5%
10th Grade	12.0%	21.1%	39.4%	58.9%	≥ 9.0%	10.2%	13.3%	43.9%	55.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	71.4%	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-50	≤ 0.0	≥-40	≥-60	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	59.1%	≥66.0%
17.0%	21.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	21.2%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	83%	72.5%
65.8%	86%	72.5%
59.2%	75%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	63%	51.0%
53.6%	63%	51.0%
52.6%	75%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	>95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	29.4%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	94.1%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WINN PARISH

Total Public Population: 2029



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	77.27%	82.72%	90.32%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	5.0%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.7%	97.8%	97.7%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.6%	96.7%	98.6%	>99%	≥ 98.8%
10th Grade	92.0%	94.6%	96.6%	94.6%		94.5%	95.9%	96.7%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	7.1%	37.4%	33.9%	≥ 15.5%	17.2%	7.1%	44.3%	33.1%	≥ 19.5%
8th Grade	6.4%	4.2%	30.9%	20.0%	≥ 8.0%	11.2%	<1%	47.7%	35.0%	≥ 12.5%
10th Grade	12.0%	5.0%	39.4%	31.8%	≥ 9.0%	10.2%	<1%	43.9%	34.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	71.4%	≥66.0%
17.0%	7.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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	2022-2023 STATE TARGET
Positive social-emotional skills	61.8%	N/A	72.5%
Acquisition and use of knowledge and skills	65.8%	N/A	72.5%
Appropriate behaviors to meet needs	59.2%	N/A	60.5%

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

	STATE	DISTRICT	2022-2023 STATE TARGET
Positive social-emotional skills	54.9%	N/A	51.0%
Acquisition and use of knowledge and skills	53.6%	N/A	51.0%
Appropriate behaviors to meet needs	52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	82.9%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	<5%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	7.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	46.2%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

CITY OF MONROE SCHOOL DISTRICT

Total Public Population: 8698



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	11.9%	14.2%
Gifted and Talented Students	<5%	8.4%
Regular Education Students	≥80%	77.3%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	78.57%	82.72%	88.67%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	11.8%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	96.9%	98.5%	97.9%	98.4%		97.3%	97.8%	97.3%	96.9%	
8th Grade	96.8%	97.4%	96.9%	97.4%	≥ 98.8%	96.5%	96.7%	96.3%	95.8%	≥ 98.8%
10th Grade	95.9%	94.6%	96.6%	94.6%		94.0%	95.9%	94.9%	97.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	9.5%	37.4%	29.3%	≥ 15.5%	17.2%	13.1%	44.3%	32.4%	≥ 19.5%
8th Grade	6.4%	2.8%	30.9%	15.7%	≥ 8.0%	11.2%	4.2%	47.7%	27.1%	≥ 12.5%
10th Grade	12.0%	5.8%	39.4%	24.2%	≥ 9.0%	10.2%	7.0%	43.9%	31.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	60.0%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	80.0%	≥ 62.0%	56.3%	80.0%	≥ 60.0%
10th Grade	51.2%	38.9%	≥ 53.0%	68.5%	77.8%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	70.7%	≥66.0%
17.0%	8.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	33.1%	≥26.0%
5.5%	<5%	≤3.9%
<5%	20.7%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	98.7%	>95%	
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	77%	
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CITY OF BOGALUSA SCHOOL DISTRICT



Total Public Population: 2009

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	11.9%	16.1%
Gifted and Talented Students	<5%	7.0%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	45.00%	82.72%	74.16%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	93.1%	98.5%	97.9%	98.4%		95.2%	97.8%	95.3%	93.1%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	92.1%	96.7%	87.1%	>99%	≥ 98.8%
10th Grade	95.5%	94.6%	96.6%	94.6%		94.5%	95.9%	97.4%	95.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	4.2%	37.4%	12.5%	≥ 15.5%	17.2%	<1%	44.3%	19.1%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	6.4%	≥ 8.0%	11.2%	<1%	47.7%	25.2%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	7.5%	≥ 9.0%	10.2%	<1%	43.9%	14.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	66.7%	≥ 55.0%	50.0%	33.3%	≥ 54.0%
8th Grade	61.7%	28.6%	≥ 62.0%	56.3%	42.9%	≥ 60.0%
10th Grade	51.2%	75.0%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	74.6%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	10.5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	>95%	72.5%
65.8%	>95%	72.5%
59.2%	>95%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	50%	51.0%
53.6%	50.0%	51.0%
52.6%	50.0%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	0.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	54.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ZACHARY COMMUNITY SCHOOL DISTRICT



Total Public Population: 5892

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	11.9%	9.4%
Gifted and Talented Students	<5%	6.3%
Regular Education Students	≥80%	84.2%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		99.0%	97.8%	99.0%	>99%	
8th Grade	97.7%	97.4%	96.9%	97.4%	≥ 98.8%	97.3%	96.7%	97.4%	97.7%	≥ 98.8%
10th Grade	97.4%	94.6%	96.6%	94.6%		97.8%	95.9%	98.6%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	17.6%	37.4%	49.2%	≥ 15.5%	17.2%	29.4%	44.3%	61.6%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	40.2%	≥ 8.0%	11.2%	20.6%	47.7%	76.4%	≥ 12.5%
10th Grade	12.0%	20.0%	39.4%	49.3%	≥ 9.0%	10.2%	12.2%	43.9%	54.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	33.3%	≥ 55.0%	50.0%	33.3%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	87.5%	≥ 60.0%
10th Grade	51.2%	42.9%	≥ 53.0%	68.5%	44.4%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-50	≤ 0.0	≥-40	≥-60	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	45.7%	≥66.0%
17.0%	17.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	53%	72.5%
65.8%	73%	72.5%
59.2%	50%	60.5%
54.9%	29%	51.0%
53.6%	41%	51.0%
52.6%	29%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	67%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	0.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	0.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CITY OF BAKER SCHOOL DISTRICT

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	50.00%	82.72%	67.38%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		94.4%	97.8%	95.0%	>99%	
8th Grade	70.0%	97.4%	96.9%	97.4%	≥ 98.8%	94.3%	96.7%	94.5%	70.0%	≥ 98.8%
10th Grade	86.7%	94.6%	96.6%	94.6%		84.0%	95.9%	90.5%	81.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	1.5%	≥ 15.5%	17.2%	10.0%	44.3%	15.2%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	7.2%	≥ 8.0%	11.2%	<1%	47.7%	15.7%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	5.1%	≥ 9.0%	10.2%	<1%	43.9%	4.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	58.0%	≥66.0%
17.0%	11.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	66.7%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	92.9%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	<5%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

CENTRAL COMMUNITY SCHOOL DISTRICT



Total Public Population: 5013

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	11.9%	9.2%
Gifted and Talented Students	<5%	8.7%
Regular Education Students	≥80%	82.1%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	90.71%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.3%	97.8%	98.3%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.9%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		97.4%	95.9%	97.8%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	33.3%	37.4%	62.5%	≥ 15.5%	17.2%	38.1%	44.3%	61.6%	≥ 19.5%
8th Grade	6.4%	9.1%	30.9%	53.0%	≥ 8.0%	11.2%	4.5%	47.7%	68.3%	≥ 12.5%
10th Grade	12.0%	37.5%	39.4%	56.2%	≥ 9.0%	10.2%	7.7%	43.9%	56.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	25.0%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	20.0%	≥ 60.0%
10th Grade	51.2%	60.0%	≥ 53.0%	68.5%	80.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-50	≤ 0.0	≥-40	≥-70	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	68.2%	≥66.0%
17.0%	11.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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	2022-2023 STATE TARGET
Positive social-emotional skills	61.8%	67%	72.5%
Acquisition and use of knowledge and skills	65.8%	>95%	72.5%
Appropriate behaviors to meet needs	59.2%	67.0%	60.5%

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

	STATE	DISTRICT	2022-2023 STATE TARGET
Positive social-emotional skills	54.9%	33.0%	51.0%
Acquisition and use of knowledge and skills	53.6%	67.0%	51.0%
Appropriate behaviors to meet needs	52.6%	33.0%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	>95%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	12.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	60.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

SPECIAL SCHOOL DISTRICT

Total Public Population: 192



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	11.9%	66.7%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	<5%	82.72%	<5%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	33.3%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	50.0%	98.5%	97.9%	98.4%		50.0%	97.8%	33.3%	33.3%	
8th Grade	70.0%	97.4%	96.9%	97.4%	≥ 98.8%	53.8%	96.7%	50.0%	63.6%	≥ 98.8%
10th Grade	86.7%	94.6%	96.6%	94.6%		87.5%	95.9%	87.5%	86.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	>99%	30.9%	>99%	≥ 8.0%	11.2%	<1%	47.7%	<1%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	50.0%	≥ 9.0%	10.2%	<1%	43.9%	50.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	8.3%	≥ 53.0%	68.5%	8.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥0	≤ 33.0
10th Grade	≥-30	≥-50	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	5.2%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	0.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	0.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LOUISIANA SCHOOL FOR MATH SCIENCE & THE ARTS

Total Public Population: 278



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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					2022-2023 STATE TARGET	ELA				2022-2023 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION		SPECIAL EDUCATION		GENERAL EDUCATION				
	STATE	DISTRICT	STATE	DISTRICT			STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A		
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%	
10th Grade	N/A	94.6%	96.6%	94.6%		>99%	95.9%	>99%	N/A		

PROFICIENCY RATE

GRADE LEVEL	MATH					2022-2023 STATE TARGET	ELA				2022-2023 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION		SPECIAL EDUCATION		GENERAL EDUCATION				
	STATE	DISTRICT	STATE	DISTRICT			STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%	
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%	
10th Grade	12.0%	N/A	39.4%	>99%	≥ 9.0%	10.2%	N/A	43.9%	>99%	≥ 10.0%	

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	N/A	≥66.0%
17.0%	N/A	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

LA SCHOOLS FOR THE DEAF AND VISUALLY IMPAIRED

Total Public Population: 151



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	11.9%	88.7%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	83.33%	82.72%	84.21%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	92.3%	94.6%	96.6%	94.6%		92.3%	95.9%	94.1%	94.1%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	<1%	≥ 15.5%	17.2%	<1%	44.3%	<1%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	<1%	≥ 8.0%	11.2%	15.8%	47.7%	15.8%	≥ 12.5%
10th Grade	12.0%	20.0%	39.4%	20.0%	≥ 9.0%	10.2%	27.3%	43.9%	27.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥0	≤ 33.0
10th Grade	≥-30	≥0	≤ 25.0	≥-40	≥0	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	<5%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	>99%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	27.8%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	38.9%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LSU LABORATORY SCHOOL

Total Public Population: 1502



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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		>99%	97.8%	>99%	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		>99%	95.9%	>99%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	91.7%	≥ 15.5%	17.2%	N/A	44.3%	91.7%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	80.8%	≥ 8.0%	11.2%	N/A	47.7%	86.7%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	78.4%	≥ 9.0%	10.2%	N/A	43.9%	81.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	N/A	≥66.0%
17.0%	N/A	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

SOUTHERN UNIVERSITY LAB SCHOOL

Total Public Population: 835



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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	87.04%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	83.0%	97.8%	83.0%	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		93.5%	96.7%	93.5%	N/A	
10th Grade	>99%	94.6%	96.6%	94.6%		94.0%	95.9%	95.2%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	27.3%	≥ 15.5%	17.2%	N/A	44.3%	40.9%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	13.8%	≥ 8.0%	11.2%	N/A	47.7%	43.1%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	29.1%	≥ 9.0%	10.2%	<1%	43.9%	40.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

NEW VISION LEARNING ACADEMY

Total Public Population: 223



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		>99%	97.8%	>99%	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	4.2%	≥ 15.5%	17.2%	N/A	44.3%	20.8%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	78.3%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

V. B. GLENCOE CHARTER SCHOOL

Total Public Population: 494



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	60.0%	37.4%	61.5%	≥ 15.5%	17.2%	40.0%	44.3%	56.4%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	58.5%	≥ 8.0%	11.2%	33.3%	47.7%	61.0%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	61.9%	≥ 9.0%	10.2%	50.0%	43.9%	82.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-60	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-70	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	73.7%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

INTERNATIONAL SCHOOL OF LOUISIANA



Total Public Population: 1189

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	11.9%	9.7%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	89.5%	98.5%	97.9%	98.4%		96.6%	97.8%	96.7%	89.5%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	29.4%	37.4%	38.6%	≥ 15.5%	17.2%	41.2%	44.3%	58.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	29.6%	≥ 8.0%	11.2%	37.5%	47.7%	62.0%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	91.1%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	18.2%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

AVOYELLES PUBLIC CHARTER SCHOOL



Total Public Population: 762

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	11.9%	6.8%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	<5%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	50.0%	37.4%	43.6%	≥ 15.5%	17.2%	66.7%	44.3%	56.4%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	64.7%	≥ 8.0%	11.2%	<1%	47.7%	76.5%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	44.0%	≥ 9.0%	10.2%	<1%	43.9%	60.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥10	≤ 24.0
8th Grade	≥-30	≥-70	≤ 0.0	≥-40	≥-80	≤ 33.0
10th Grade	≥-30	≥-50	≤ 25.0	≥-40	≥-70	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	53.2%	≥66.0%
17.0%	14.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

NEW ORLEANS CENTER FOR CREATIVE ARTS



Total Public Population: 230

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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	75.00%	82.72%	91.67%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.6%	95.9%	96.6%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	52.6%	≥ 9.0%	10.2%	33.3%	43.9%	75.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-60	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	54.5%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

DELHI CHARTER SCHOOL

Total Public Population: 674



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	89.58%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH				2022-2023 STATE TARGET	ELA				2022-2023 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION			SPECIAL EDUCATION		GENERAL EDUCATION		
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.4%	96.7%	98.4%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH				2022-2023 STATE TARGET	ELA				2022-2023 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION			SPECIAL EDUCATION		GENERAL EDUCATION		
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	25.0%	≥ 15.5%	17.2%	<1%	44.3%	31.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	19.7%	≥ 8.0%	11.2%	<1%	47.7%	39.3%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	29.4%	≥ 9.0%	10.2%	<1%	43.9%	27.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	81.0%	≥66.0%
17.0%	<5%	≤13.3%
<5%	5.1%	≤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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

BELLE CHASSE ACADEMY

Total Public Population: 894



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	11.9%	13.2%
Gifted and Talented Students	<5%	6.5%
Regular Education Students	≥80%	80.3%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		94.4%	97.8%	94.6%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.8%	96.7%	96.8%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	11.1%	37.4%	51.8%	≥ 15.5%	17.2%	<1%	44.3%	68.2%	≥ 19.5%
8th Grade	6.4%	25.0%	30.9%	56.8%	≥ 8.0%	11.2%	62.5%	47.7%	83.0%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-50	≤ 18.0	≥-30	≥-70	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

THE MAX CHARTER SCHOOL

Total Public Population: 112



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	<1%	≥ 15.5%	17.2%	<1%	44.3%	<1%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	<1%	≥ 8.0%	11.2%	<1%	47.7%	<1%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥0	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	80.0%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

D'ARBONNE WOODS CHARTER SCHOOL



Total Public Population: 1003

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	11.9%	11.4%
Gifted and Talented Students	<5%	5.0%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.5%	96.7%	97.6%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.4%	95.9%	96.5%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	46.2%	37.4%	51.3%	≥ 15.5%	17.2%	23.1%	44.3%	43.4%	≥ 19.5%
8th Grade	6.4%	33.3%	30.9%	80.8%	≥ 8.0%	11.2%	16.7%	47.7%	86.3%	≥ 12.5%
10th Grade	12.0%	33.3%	39.4%	86.1%	≥ 9.0%	10.2%	33.3%	43.9%	75.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-50	≤ 0.0	≥-40	≥-70	≤ 33.0
10th Grade	≥-30	≥-60	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	81.6%	≥66.0%
17.0%	9.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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	2022-2023 STATE TARGET
Positive social-emotional skills	61.8%	N/A	72.5%
Acquisition and use of knowledge and skills	65.8%	N/A	72.5%
Appropriate behaviors to meet needs	59.2%	N/A	60.5%

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

	STATE	DISTRICT	2022-2023 STATE TARGET
Positive social-emotional skills	54.9%	N/A	51.0%
Acquisition and use of knowledge and skills	53.6%	N/A	51.0%
Appropriate behaviors to meet needs	52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	45.5%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	45.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

MADISON PREPARATORY ACADEMY

Total Public Population: 581



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	11.9%	5.0%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	>99%	94.6%	96.6%	94.6%		98.7%	95.9%	98.8%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	50.0%	39.4%	45.8%	≥ 9.0%	10.2%	11.1%	43.9%	41.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥0	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	93.1%	≥66.0%
17.0%	6.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS



Total Public Population: 414

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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	63.64%	82.72%	49.23%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		88.1%	95.9%	95.3%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	4.8%	≥ 9.0%	10.2%	14.3%	43.9%	28.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	67.6%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

UNIVERSITY VIEW ACADEMY, INC. (FRM LA CONNECTIONS)



Total Public Population: 3863

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	46.43%	82.72%	75.48%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	40.7%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	69.2%	98.5%	97.9%	98.4%		72.0%	97.8%	71.7%	64.3%	
8th Grade	88.9%	97.4%	96.9%	97.4%	≥ 98.8%	85.5%	96.7%	85.7%	90.6%	≥ 98.8%
10th Grade	89.3%	94.6%	96.6%	94.6%		86.6%	95.9%	87.4%	84.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	22.2%	37.4%	11.9%	≥ 15.5%	17.2%	22.2%	44.3%	22.4%	≥ 19.5%
8th Grade	6.4%	11.6%	30.9%	19.5%	≥ 8.0%	11.2%	16.3%	47.7%	39.3%	≥ 12.5%
10th Grade	12.0%	11.4%	39.4%	31.0%	≥ 9.0%	10.2%	25.6%	43.9%	46.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	60.0%	≥ 62.0%	56.3%	80.0%	≥ 60.0%
10th Grade	51.2%	33.3%	≥ 53.0%	68.5%	83.3%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	88.8%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	20.0%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	85.7%	86.5%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No

DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No

EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	5.6%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	36.1%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LAKE CHARLES CHARTER ACADEMY

Total Public Population: 989



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.9%	97.8%	98.9%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	11.1%	37.4%	19.8%	≥ 15.5%	17.2%	11.1%	44.3%	18.6%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	19.2%	≥ 8.0%	11.2%	<1%	47.7%	25.8%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	42.9%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LYCEE FRANCAIS DE LA NOUVELLE-ORLEANS



Total Public Population: 1038

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	11.9%	8.0%
Gifted and Talented Students	<5%	9.2%
Regular Education Students	≥80%	82.9%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.5%	96.7%	98.7%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		98.2%	95.9%	98.6%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	10.0%	37.4%	36.8%	≥ 15.5%	17.2%	10.0%	44.3%	42.5%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	15.6%	≥ 8.0%	11.2%	33.3%	47.7%	53.1%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	41.8%	≥ 9.0%	10.2%	16.7%	43.9%	66.1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-50	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	87.8%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	50.0%	≥26.0%
5.5%	8.3%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

NEW ORLEANS MILITARY & MARITIME ACADEMY



Total Public Population: 904

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	80.00%	82.72%	82.90%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	95.7%	94.6%	96.6%	94.6%		97.0%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	15.0%	≥ 8.0%	11.2%	5.3%	47.7%	39.4%	≥ 12.5%
10th Grade	12.0%	9.5%	39.4%	24.0%	≥ 9.0%	10.2%	19.0%	43.9%	34.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	78.6%	≥66.0%
17.0%	13.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	>95%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

THE NET CHARTER HIGH SCHOOL

Total Public Population: 300



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	<5%	82.72%	20.83%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		75.0%	96.7%	75.0%	N/A	
10th Grade	33.3%	94.6%	96.6%	94.6%		50.0%	95.9%	75.7%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	<1%	≥ 8.0%	11.2%	N/A	47.7%	33.3%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	8.3%	≥ 9.0%	10.2%	<1%	43.9%	5.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	92.5%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

THE NET 2 CHARTER HIGH SCHOOL

Total Public Population: 247



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	11.9%	11.3%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	25.00%	82.72%	20.34%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	54.5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	75.0%	96.7%	75.0%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		88.2%	95.9%	95.0%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	<1%	≥ 8.0%	11.2%	<1%	47.7%	<1%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	7.1%	≥ 9.0%	10.2%	<1%	43.9%	14.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥0	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	84.6%	≥66.0%
17.0%	5.1%	≤13.3%
<5%	7.7%	≤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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

NEW ORLEANS ACCELERATED HIGH SCHOOL



Total Public Population: 300

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	11.9%	14.3%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	66.67%	82.72%	32.61%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	72.7%	96.7%	54.5%	75.0%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		85.7%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	<1%	≥ 8.0%	11.2%	<1%	47.7%	16.7%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	9.1%	≥ 9.0%	10.2%	<1%	43.9%	4.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	86.3%	≥66.0%
17.0%	9.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	62.5%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

HARRIET TUBMAN CHARTER SCHOOL

Total Public Population: 935



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	11.9%	16.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.9%	97.8%	>99%	>99%	
8th Grade	96.0%	97.4%	96.9%	97.4%	≥ 98.8%	98.0%	96.7%	98.2%	96.0%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	7.8%	≥ 15.5%	17.2%	<1%	44.3%	17.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	8.2%	≥ 8.0%	11.2%	13.6%	47.7%	22.4%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	22.5%	≥66.0%
17.0%	45.0%	≤13.3%
<5%	17.5%	≤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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	>95%	72.5%
65.8%	>95%	72.5%
59.2%	>95%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	>95%	51.0%
53.6%	>95%	51.0%
52.6%	>95%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

DOROTHY HEIGHT CHARTER SCHOOL



Total Public Population: 879

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	11.9%	14.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.9%	97.8%	99.0%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.9%	96.7%	98.9%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	9.1%	37.4%	5.9%	≥ 15.5%	17.2%	<1%	44.3%	16.5%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	9.2%	≥ 8.0%	11.2%	<1%	47.7%	34.5%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	28.8%	≥66.0%
17.0%	52.3%	≤13.3%
<5%	11.4%	≤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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	>95%	72.5%
65.8%	>95%	72.5%
59.2%	>95%	60.5%
54.9%	>95%	51.0%
53.6%	>95%	51.0%
52.6%	>95%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	89.5%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

FANNIE C. WILLIAMS CHARTER SCHOOL



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.6%	97.8%	98.0%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	12.5%	37.4%	7.3%	≥ 15.5%	17.2%	12.5%	44.3%	12.2%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	<1%	≥ 8.0%	11.2%	<1%	47.7%	12.5%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	40.0%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	64.3%	≥66.0%
17.0%	5.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	61.8%	N/A	72.5%
Acquisition and use of knowledge and skills	65.8%	N/A	72.5%
Appropriate behaviors to meet needs	59.2%	N/A	60.5%

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

SPECIAL EDUCATION		2022-2023 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	54.9%	N/A	51.0%
Acquisition and use of knowledge and skills	53.6%	N/A	51.0%
Appropriate behaviors to meet needs	52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	91.7%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

MORRIS JEFF COMMUNITY SCHOOL

Total Public Population: 1592



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	72.22%	82.72%	82.61%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.9%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.0%	96.7%	98.1%	>99%	≥ 98.8%
10th Grade	85.7%	94.6%	96.6%	94.6%		86.0%	95.9%	94.4%	88.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	15.4%	37.4%	26.2%	≥ 15.5%	17.2%	15.4%	44.3%	33.3%	≥ 19.5%
8th Grade	6.4%	8.3%	30.9%	17.8%	≥ 8.0%	11.2%	8.3%	47.7%	33.3%	≥ 12.5%
10th Grade	12.0%	9.1%	39.4%	15.3%	≥ 9.0%	10.2%	9.1%	43.9%	20.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	80.0%	≥ 55.0%	50.0%	60.0%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	81.4%	≥66.0%
17.0%	8.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

RENEW LAUREL ELEMENTARY

Total Public Population: 911



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	11.9%	45.9%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.1%	97.8%	98.3%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.4%	96.7%	96.6%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	7.1%	37.4%	22.0%	≥ 15.5%	17.2%	14.3%	44.3%	22.0%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	14.7%	≥ 8.0%	11.2%	13.3%	47.7%	30.7%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	33.3%	≥ 55.0%	50.0%	33.3%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	71.8%	≥66.0%
17.0%	14.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	70.00%	72.5%
65.8%	75.0%	72.5%
59.2%	50.0%	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	62.0%	51.0%
53.6%	38.0%	51.0%
52.6%	62.0%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	95%	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

RENEW DOLORES T. AARON ELEMENTARY



Total Public Population: 728

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	11.9%	18.0%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	94.1%	98.5%	97.9%	98.4%		96.6%	97.8%	96.8%	94.1%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.8%	96.7%	98.8%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	7.1%	37.4%	14.6%	≥ 15.5%	17.2%	7.1%	44.3%	26.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	11.9%	≥ 8.0%	11.2%	13.3%	47.7%	45.2%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	48.9%	≥66.0%
17.0%	33.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	98.7%	93.3%	
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	N/A	
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

RENEW SCHAUMBURG ELEMENTARY

Total Public Population: 660



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	11.9%	17.6%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		94.3%	97.8%	94.9%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.6%	96.7%	96.9%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	25.0%	37.4%	11.1%	≥ 15.5%	17.2%	25.0%	44.3%	46.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	17.9%	≥ 8.0%	11.2%	<1%	47.7%	23.1%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	60.0%	≥ 55.0%	50.0%	80.0%	≥ 54.0%
8th Grade	61.7%	75.0%	≥ 62.0%	56.3%	75.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥10	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	58.6%	≥66.0%
17.0%	18.8%	≤13.3%
<5%	6.0%	≤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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	94.6%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

MILDRED OSBORNE CHARTER SCHOOL



Total Public Population: 569

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.0%	97.8%	98.2%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	4.1%	≥ 15.5%	17.2%	<1%	44.3%	10.2%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	7.4%	≥ 8.0%	11.2%	<1%	47.7%	16.0%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	30.4%	≥66.0%
17.0%	55.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	86.4%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

SUCCESS @ THURGOOD MARSHALL

Total Public Population: 486



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	26.9%	≥ 15.5%	17.2%	<1%	44.3%	42.3%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	22.2%	≥ 8.0%	11.2%	<1%	47.7%	29.6%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	64.5%	≥66.0%
17.0%	22.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

AKILI ACADEMY OF NEW ORLEANS

Total Public Population: 595



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	11.9%	17.5%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.8%	97.8%	97.8%	>99%	
8th Grade	94.7%	97.4%	96.9%	97.4%	≥ 98.8%	94.3%	96.7%	94.4%	94.7%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	9.1%	≥ 15.5%	17.2%	<1%	44.3%	25.0%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	2.5%	≥ 8.0%	11.2%	7.1%	47.7%	25.3%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	25.0%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	67.1%	≥66.0%
17.0%	24.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ABRAMSON SCI ACADEMY

Total Public Population: 643



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	91.30%	82.72%	81.08%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		97.2%	95.9%	96.8%	93.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	12.5%	39.4%	19.5%	≥ 9.0%	10.2%	12.5%	43.9%	22.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	27.3%	≥ 53.0%	68.5%	45.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	74.1%	≥66.0%
17.0%	6.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	64.3%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	92.9%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

G W CARVER HIGH SCHOOL

Total Public Population: 778



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	88.57%	82.72%	89.12%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	95.0%	94.6%	96.6%	94.6%		95.8%	95.9%	96.9%	97.7%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	16.7%	39.4%	32.1%	≥ 9.0%	10.2%	6.7%	43.9%	17.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	25.0%	≥ 53.0%	68.5%	62.5%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	68.5%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	70.0%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	95.2%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	95.2%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LIVINGSTON COLLEGIATE ACADEMY

Total Public Population: 623



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	11.9%	14.6%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	77.78%	82.72%	78.42%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	7.1%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	95.8%	94.6%	96.6%	94.6%		92.5%	95.9%	92.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	14.1%	≥ 9.0%	10.2%	<1%	43.9%	9.4%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	66.2%	≥66.0%
17.0%	8.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	58.3%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	75.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WALTER L. COHEN COLLEGE PREP

Total Public Population: 167



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	22.22%	82.72%	38.00%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	87.5%	94.6%	96.6%	94.6%		97.6%	95.9%	98.6%	87.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	<1%	≥ 9.0%	10.2%	<1%	43.9%	3.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥0	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	66.7%	≥66.0%
17.0%	7.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

KENILWORTH SCIENCE AND TECHNOLOGY CHARTER SCHOOL

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	93.3%	97.4%	96.9%	97.4%	≥ 98.8%	98.5%	96.7%	98.6%	93.8%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	7.1%	30.9%	7.5%	≥ 8.0%	11.2%	7.1%	47.7%	24.8%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	29.0%	≥66.0%
17.0%	16.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	>95%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

MARTIN BEHRMAN CHARTER ACAD OF CREATIVE ARTS & SCI

Total Public Population: 920



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.6%	97.8%	97.8%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	12.2%	≥ 15.5%	17.2%	<1%	44.3%	24.4%	≥ 19.5%
8th Grade	6.4%	11.1%	30.9%	15.1%	≥ 8.0%	11.2%	11.1%	47.7%	18.3%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	60.5%	≥66.0%
17.0%	10.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

L.B. LANDRY HIGH SCHOOL

Total Public Population: 674



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	72.22%	82.72%	80.85%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					2022-2023 STATE TARGET	ELA				2022-2023 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET		SPECIAL EDUCATION		GENERAL EDUCATION		
	STATE	DISTRICT	STATE	DISTRICT			STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A		
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%	
10th Grade	94.4%	94.6%	96.6%	94.6%		84.3%	95.9%	88.2%	90.0%		

PROFICIENCY RATE

GRADE LEVEL	MATH					2022-2023 STATE TARGET	ELA				2022-2023 STATE TARGET
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET		SPECIAL EDUCATION		GENERAL EDUCATION		
	STATE	DISTRICT	STATE	DISTRICT			STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%	
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%	
10th Grade	12.0%	<1%	39.4%	17.1%	≥ 9.0%	10.2%	<1%	43.9%	15.0%	≥ 10.0%	

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	40.0%	≥ 53.0%	68.5%	60.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	78.8%	≥66.0%
17.0%	10.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	90.9%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	50.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	50.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LINWOOD CHARTER SCHOOL

Total Public Population: 1008



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	11.9%	5.7%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	5.6%	≥ 15.5%	17.2%	20.0%	44.3%	15.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	8.3%	≥ 8.0%	11.2%	<1%	47.7%	21.3%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	83.5%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	>99%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	90.9%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

SOPHIE B. WRIGHT INSTITUTE OF ACADEMIC EXCELLENCE

Total Public Population: 382



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	77.78%	82.72%	78.90%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		93.2%	95.9%	96.2%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	13.6%	≥ 9.0%	10.2%	<1%	43.9%	23.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

KIPP BELIEVE

Total Public Population: 767



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.7%	97.8%	98.7%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	16.2%	≥ 15.5%	17.2%	<1%	44.3%	27.0%	≥ 19.5%
8th Grade	6.4%	15.4%	30.9%	31.4%	≥ 8.0%	11.2%	15.4%	47.7%	41.9%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	48.5%	≥66.0%
17.0%	32.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	98.7%	>95%	
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	N/A	
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

KIPP MORIAL

Total Public Population: 1068



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	93.8%	98.5%	97.9%	98.4%		98.1%	97.8%	98.2%	94.4%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.2%	96.7%	98.3%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	14.7%	≥ 15.5%	17.2%	<1%	44.3%	26.5%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	15.1%	≥ 8.0%	11.2%	10.0%	47.7%	41.5%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	50.8%	≥66.0%
17.0%	24.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	93.8%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

KIPP CENTRAL CITY

Total Public Population: 869



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.9%	97.8%	99.0%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.0%	96.7%	96.2%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	19.1%	≥ 15.5%	17.2%	<1%	44.3%	21.3%	≥ 19.5%
8th Grade	6.4%	7.7%	30.9%	16.7%	≥ 8.0%	11.2%	23.1%	47.7%	40.6%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	70.1%	≥66.0%
17.0%	18.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	89.9%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

FREDERICK A. DOUGLASS HIGH SCHOOL



Total Public Population: 694

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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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	11.9%	14.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	94.74%	82.72%	83.92%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	93.8%	94.6%	96.6%	94.6%		94.8%	95.9%	94.1%	90.5%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	4.0%	39.4%	17.5%	≥ 9.0%	10.2%	<1%	43.9%	31.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	80.0%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	79.2%	≥66.0%
17.0%	8.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	71.4%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

KIPP LEADERSHIP

Total Public Population: 894



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	92.3%	98.5%	97.9%	98.4%		96.0%	97.8%	97.2%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.1%	96.7%	97.2%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	30.0%	37.4%	21.1%	≥ 15.5%	17.2%	30.0%	44.3%	24.2%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	14.6%	≥ 8.0%	11.2%	10.0%	47.7%	37.5%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	40.0%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	50.5%	≥66.0%
17.0%	27.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

KIPP EAST

Total Public Population: 1064



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	11.9%	11.2%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.1%	97.8%	98.2%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.4%	96.7%	96.6%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	7.7%	37.4%	11.4%	≥ 15.5%	17.2%	23.1%	44.3%	32.4%	≥ 19.5%
8th Grade	6.4%	5.9%	30.9%	17.9%	≥ 8.0%	11.2%	5.9%	47.7%	33.0%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	36.5%	≥66.0%
17.0%	37.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	73.3%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

BOOKER T. WASHINGTON HIGH SCHOOL



Total Public Population: 767

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	11.9%	14.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	90.91%	82.72%	87.39%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	>99%	94.6%	96.6%	94.6%		94.4%	95.9%	96.0%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	5.0%	39.4%	18.5%	≥ 9.0%	10.2%	<1%	43.9%	18.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	14.3%	≥ 53.0%	68.5%	57.1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	82.9%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

JOHN F. KENNEDY HIGH SCHOOL

Total Public Population: 583



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	76.00%	82.72%	78.23%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	92.3%	94.6%	96.6%	94.6%		93.8%	95.9%	95.7%	93.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	7.3%	≥ 9.0%	10.2%	<1%	43.9%	13.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	81.8%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	80.0%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

SAMUEL J. GREEN CHARTER SCHOOL

Total Public Population: 530



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.8%	96.7%	96.9%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	20.0%	37.4%	15.4%	≥ 15.5%	17.2%	40.0%	44.3%	26.9%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	20.7%	≥ 8.0%	11.2%	11.1%	47.7%	31.0%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥10	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	72.4%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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	2022-2023 STATE TARGET
Positive social-emotional skills	61.8%	N/A	72.5%
Acquisition and use of knowledge and skills	65.8%	N/A	72.5%
Appropriate behaviors to meet needs	59.2%	N/A	60.5%

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

	STATE	DISTRICT	2022-2023 STATE TARGET
Positive social-emotional skills	54.9%	N/A	51.0%
Acquisition and use of knowledge and skills	53.6%	N/A	51.0%
Appropriate behaviors to meet needs	52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ARTHUR ASHE CHARTER SCHOOL

Total Public Population: 831



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	11.9%	14.2%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	16.7%	≥ 15.5%	17.2%	5.9%	44.3%	21.1%	≥ 19.5%
8th Grade	6.4%	12.5%	30.9%	25.8%	≥ 8.0%	11.2%	12.5%	47.7%	30.1%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	41.6%	≥66.0%
17.0%	34.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	77.8%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

PHILLIS WHEATLEY COMMUNITY SCHOOL



Total Public Population: 813

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	11.9%	9.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.9%	97.8%	99.0%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	7.0%	≥ 15.5%	17.2%	28.6%	44.3%	16.3%	≥ 19.5%
8th Grade	6.4%	10.0%	30.9%	15.7%	≥ 8.0%	11.2%	10.0%	47.7%	30.1%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	16.7%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	40.9%	≥66.0%
17.0%	29.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

LANGSTON HUGHES CHARTER ACADEMY



Total Public Population: 796

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.8%	97.8%	98.9%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.9%	96.7%	98.9%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	16.0%	≥ 15.5%	17.2%	14.3%	44.3%	29.6%	≥ 19.5%
8th Grade	6.4%	16.7%	30.9%	27.1%	≥ 8.0%	11.2%	8.3%	47.7%	31.8%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	33.0%	≥66.0%
17.0%	53.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LANIER CHARTER SCHOOL

Total Public Population: 194



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	11.9%	8.8%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	23.8%	≥ 15.5%	17.2%	<1%	44.3%	28.6%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

DALTON CHARTER SCHOOL

Total Public Population: 177



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	<1%	≥ 15.5%	17.2%	<1%	44.3%	30.0%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	33.3%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

GLEN OAKS MIDDLE SCHOOL

Total Public Population: 86



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	11.9%	22.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	<1%	≥ 8.0%	11.2%	<1%	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

THRIVE ACADEMY

Total Public Population: 156



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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	50.00%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	>99%	97.4%	96.9%	97.4%		89.7%	96.7%	89.7%	>99%	
10th Grade	>99%	94.6%	96.6%	94.6%		97.1%	95.9%	94.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	11.5%	≥ 8.0%	11.2%	<1%	47.7%	38.5%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	20.6%	≥ 9.0%	10.2%	<1%	43.9%	41.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

EDWARD HYNES CHARTER SCHOOL - LAKEVIEW



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>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	11.9%	8.1%
Gifted and Talented Students	<5%	25.5%
Regular Education Students	≥80%	66.4%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.6%	97.8%	98.7%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	44.4%	37.4%	58.9%	≥ 15.5%	17.2%	55.6%	44.3%	76.7%	≥ 19.5%
8th Grade	6.4%	14.3%	30.9%	69.5%	≥ 8.0%	11.2%	28.6%	47.7%	80.0%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-60	≤ 0.0	≥-40	≥-60	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	50.0%	≥66.0%
17.0%	36.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

EDWARD HYNES CHARTER SCHOOL - UNO



Total Public Population: 402

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	11.9%	15.9%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	77.3%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	98.7%	>95%	
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	N/A	
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

HYNES PARKVIEW

Total Public Population: 490



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	11.9%	11.6%
Gifted and Talented Students	<5%	5.1%
Regular Education Students	≥80%	83.3%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	90.9%	97.4%	96.9%	97.4%	≥ 98.8%	96.2%	96.7%	96.2%	90.9%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	23.1%	≥ 15.5%	17.2%	<1%	44.3%	28.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	9.3%	≥ 8.0%	11.2%	<1%	47.7%	44.2%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	12.5%	≥ 62.0%	56.3%	25.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	62.7%	≥66.0%
17.0%	20.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	87.5%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

FOUNDATION PREPARATORY ACADEMY



Total Public Population: 227

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.8%	96.7%	97.5%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	3.8%	≥ 15.5%	17.2%	<1%	44.3%	19.2%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	10.3%	≥ 8.0%	11.2%	<1%	47.7%	10.3%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	68.4%	≥66.0%
17.0%	7.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LAFAYETTE ACADEMY CHARTER SCHOOL



Total Public Population: 577

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.2%	97.8%	98.4%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.9%	96.7%	98.9%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	33.3%	37.4%	5.8%	≥ 15.5%	17.2%	33.3%	44.3%	15.4%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	1.2%	≥ 8.0%	11.2%	<1%	47.7%	16.7%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥20	≤ 18.0	≥-30	≥10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	52.6%	≥66.0%
17.0%	7.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No

DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No

EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	86.4%	100%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ESPERANZA CHARTER SCHOOL

Total Public Population: 562



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.3%	97.8%	98.9%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	93.3%	96.7%	95.0%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		>99%	95.9%	>99%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	8.5%	≥ 15.5%	17.2%	<1%	44.3%	6.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	9.1%	≥ 8.0%	11.2%	<1%	47.7%	27.3%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	<1%	≥ 9.0%	10.2%	N/A	43.9%	<1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	60.0%	≥66.0%
17.0%	8.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	83.3%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WILLIAMS SCHOLAR ACADEMY

Total Public Population: 12



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	>99%	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	<1%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ST. LANDRY CHARTER SCHOOL

Total Public Population: 295



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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.6%	97.8%	97.6%	>99%	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	2.5%	≥ 15.5%	17.2%	<1%	44.3%	25.0%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	85.0%	≥66.0%
17.0%	15.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile HOMER PLESSY COMMUNITY SCHOOL

Total Public Population: 775



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		96.7%	97.8%	97.0%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	94.4%	96.7%	96.0%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	19.3%	≥ 15.5%	17.2%	<1%	44.3%	45.5%	≥ 19.5%
8th Grade	6.4%	9.1%	30.9%	30.8%	≥ 8.0%	11.2%	9.1%	47.7%	40.9%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	66.4%	≥66.0%
17.0%	15.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ROOTED SCHOOL

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>.

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	11.9%	14.9%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	90.91%	82.72%	81.63%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	>99%	94.6%	96.6%	94.6%		92.3%	95.9%	93.1%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	8.3%	≥ 9.0%	10.2%	<1%	43.9%	19.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	74.2%	≥66.0%
17.0%	25.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

YACS AT LAWRENCE D. CROCKER

Total Public Population: 418



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	11.9%	10.3%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		92.7%	97.8%	94.6%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.4%	96.7%	96.9%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	4.0%	≥ 15.5%	17.2%	<1%	44.3%	10.0%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	6.0%	≥ 8.0%	11.2%	16.7%	47.7%	8.0%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	33.3%	≥ 62.0%	56.3%	33.3%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥0	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	72.9%	≥66.0%
17.0%	12.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

OFFICE OF JUVENILE JUSTICE

Total Public Population: 371



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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	<5%	82.72%	<5%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	>99%	97.4%	96.9%	97.4%		>99%	96.7%	>99%	>99%	
10th Grade	80.0%	94.6%	96.6%	94.6%		82.3%	95.9%	87.8%	83.3%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	<1%	≥ 8.0%	11.2%	<1%	47.7%	<1%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	4.0%	≥ 9.0%	10.2%	<1%	43.9%	1.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥0	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	83.7%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

NOBLE MINDS

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.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	11.9%	29.9%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	83.3%	98.5%	97.9%	98.4%	≥ 98.8%	94.4%	97.8%	94.7%	83.3%	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	17.6%	≥ 15.5%	17.2%	20.0%	44.3%	35.3%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	75.6%	≥66.0%
17.0%	12.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	80.0%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

JCFA-EAST

Total Public Population: 235



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	<5%	82.72%	<5%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	83.3%	94.6%	96.6%	94.6%		91.7%	95.9%	85.1%	77.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	25.0%	39.4%	19.0%	≥ 9.0%	10.2%	40.0%	43.9%	45.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥0	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ADVANTAGE CHARTER ACADEMY

Total Public Population: 509



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	85.7%	98.5%	97.9%	98.4%		98.0%	97.8%	98.0%	85.7%	
8th Grade	80.0%	97.4%	96.9%	97.4%	≥ 98.8%	97.1%	96.7%	97.1%	80.0%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	50.0%	37.4%	70.8%	≥ 15.5%	17.2%	33.3%	44.3%	45.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	28.8%	≥ 8.0%	11.2%	<1%	47.7%	54.5%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-60	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	60.7%	≥66.0%
17.0%	11.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

JCFA LAFAYETTE

Total Public Population: 92



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	<5%	82.72%	16.67%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	50.0%	94.6%	96.6%	94.6%		83.3%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	40.0%	≥ 9.0%	10.2%	<1%	43.9%	28.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WILLOW CHARTER ACADEMY

Total Public Population: 655



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		86.0%	97.8%	86.0%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	95.5%	96.7%	95.5%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	25.6%	≥ 15.5%	17.2%	10.0%	44.3%	39.5%	≥ 19.5%
8th Grade	6.4%	22.2%	30.9%	13.1%	≥ 8.0%	11.2%	11.1%	47.7%	31.1%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	72.3%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

DR. MARTIN LUTHER KING CHARTER SCHOOL FOR SCI TECH

Total Public Population: 857



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	11.9%	7.8%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	57.14%	82.72%	64.29%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	77.8%	97.4%	96.9%	97.4%	≥ 98.8%	92.5%	96.7%	92.9%	77.8%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	98.5%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	2.5%	≥ 15.5%	17.2%	<1%	44.3%	12.5%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	6.9%	≥ 8.0%	11.2%	33.3%	47.7%	24.1%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	3.8%	≥ 9.0%	10.2%	11.1%	43.9%	7.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	75.0%	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥0	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥0	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	75.4%	≥66.0%
17.0%	15.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	>99%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LINCOLN PREPARATORY SCHOOL

Total Public Population: 690



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	11.9%	20.6%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	50.00%	82.72%	75.00%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	92.9%	98.5%	97.9%	98.4%		98.1%	97.8%	98.1%	92.9%	
8th Grade	91.7%	97.4%	96.9%	97.4%	≥ 98.8%	94.8%	96.7%	96.6%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		95.0%	95.9%	95.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	3.8%	≥ 15.5%	17.2%	<1%	44.3%	5.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	7.3%	≥ 8.0%	11.2%	<1%	47.7%	36.4%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	10.7%	≥ 9.0%	10.2%	<1%	43.9%	13.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	79.8%	≥66.0%
17.0%	9.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	25.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	87.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

IBERVILLE CHARTER ACADEMY

Total Public Population: 654



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		86.5%	97.8%	86.5%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	84.2%	96.7%	84.2%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	16.7%	37.4%	20.3%	≥ 15.5%	17.2%	16.7%	44.3%	29.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	16.7%	≥ 8.0%	11.2%	<1%	47.7%	35.4%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	65.2%	≥66.0%
17.0%	19.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	33.3%	≥26.0%
5.5%	33.3%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

DELTA CHARTER SCHOOL MST

Total Public Population: 498



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.6%	96.7%	97.5%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	32.5%	≥ 15.5%	17.2%	33.3%	44.3%	35.0%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	7.5%	≥ 8.0%	11.2%	14.3%	47.7%	48.7%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	6.5%	≥ 9.0%	10.2%	<1%	43.9%	27.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	69.8%	≥66.0%
17.0%	20.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LAKE CHARLES COLLEGE PREP

Total Public Population: 576



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	87.50%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	32.2%	≥ 9.0%	10.2%	<1%	43.9%	37.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	72.7%	≥66.0%
17.0%	13.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	37.5%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	87.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

NORTHEAST CLAIBORNE CHARTER

Total Public Population: 208



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	>99%	97.8%	>99%	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		>99%	96.7%	>99%	N/A	
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	14.3%	≥ 15.5%	17.2%	N/A	44.3%	28.6%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	10.0%	≥ 8.0%	11.2%	N/A	47.7%	30.0%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	<1%	≥ 9.0%	10.2%	<1%	43.9%	6.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥0	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	33.3%	≥66.0%
17.0%	20.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ACADIANA RENAISSANCE CHARTER ACADEMY



Total Public Population: 1882

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	11.9%	7.1%
Gifted and Talented Students	<5%	5.7%
Regular Education Students	≥80%	87.2%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	33.33%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	33.3%	37.4%	63.3%	≥ 15.5%	17.2%	66.7%	44.3%	70.7%	≥ 19.5%
8th Grade	6.4%	28.6%	30.9%	59.8%	≥ 8.0%	11.2%	14.3%	47.7%	63.8%	≥ 12.5%
10th Grade	12.0%	33.3%	39.4%	74.5%	≥ 9.0%	10.2%	11.1%	43.9%	67.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-40	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	≥-50	≤ 25.0	≥-40	≥-60	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	71.1%	≥66.0%
17.0%	8.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	6.7%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LOUISIANA KEY ACADEMY BATON ROUGE



Total Public Population: 450

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	11.9%	66.2%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	92.7%	96.7%	92.7%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	8.5%	37.4%	6.9%	≥ 15.5%	17.2%	6.4%	44.3%	8.6%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	<1%	≥ 8.0%	11.2%	<1%	47.7%	<1%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥0	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		No	
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		No	
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	98.7%	>95%	
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	98.8%	N/A	
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LAFAYETTE RENAISSANCE CHARTER ACADEMY



Total Public Population: 1350

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	11.9%	7.0%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	20.0%	37.4%	17.9%	≥ 15.5%	17.2%	20.0%	44.3%	40.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	16.4%	≥ 8.0%	11.2%	<1%	47.7%	36.2%	≥ 12.5%
10th Grade	12.0%	11.1%	39.4%	34.0%	≥ 9.0%	10.2%	16.7%	43.9%	38.3%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	81.0%	≥66.0%
17.0%	9.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

IMPACT CHARTER SCHOOL

Total Public Population: 443



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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		95.8%	97.8%	95.8%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	39.1%	≥ 15.5%	17.2%	<1%	44.3%	43.5%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	13.3%	≥ 8.0%	11.2%	20.0%	47.7%	42.2%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	75.0%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

CAPITOL HIGH SCHOOL

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	85.71%	82.72%	63.77%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	84.6%	94.6%	96.6%	94.6%		90.4%	95.9%	92.7%	75.0%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	1.2%	≥ 9.0%	10.2%	16.7%	43.9%	9.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	66.7%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥0	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	76.0%	≥66.0%
17.0%	18.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LOUISIANA VIRTUAL CHARTER ACADEMY



Total Public Population: 2235

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	11.9%	12.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	70.83%	82.72%	69.07%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	85.7%	98.5%	97.9%	98.4%		85.6%	97.8%	85.6%	85.7%	
8th Grade	83.3%	97.4%	96.9%	97.4%	≥ 98.8%	85.0%	96.7%	85.6%	83.3%	≥ 98.8%
10th Grade	90.3%	94.6%	96.6%	94.6%		93.4%	95.9%	90.3%	82.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	6.7%	37.4%	22.5%	≥ 15.5%	17.2%	<1%	44.3%	28.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	13.3%	≥ 8.0%	11.2%	9.5%	47.7%	37.2%	≥ 12.5%
10th Grade	12.0%	10.0%	39.4%	30.1%	≥ 9.0%	10.2%	20.0%	43.9%	37.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	66.7%	≥ 55.0%	50.0%	66.7%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	25.0%	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	75.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	64.9%	≥66.0%
17.0%	12.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	14.3%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	90.0%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	83.3%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	83.3%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

SOUTHWEST LOUISIANA CHARTER ACADEMY



Total Public Population: 741

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	50.0%	98.5%	97.9%	98.4%		95.2%	97.8%	95.6%	50.0%	
8th Grade	92.3%	97.4%	96.9%	97.4%	≥ 98.8%	91.6%	96.7%	92.2%	92.3%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	16.7%	≥ 15.5%	17.2%	<1%	44.3%	33.3%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	6.8%	≥ 8.0%	11.2%	20.0%	47.7%	27.0%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	80.5%	≥66.0%
17.0%	6.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

JS CLARK LEADERSHIP ACADEMY

Total Public Population: 321



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	92.86%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	86.7%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	17.9%	≥ 8.0%	11.2%	<1%	47.7%	51.3%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	37.9%	≥ 9.0%	10.2%	<1%	43.9%	52.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-60	≤ 33.0
10th Grade	≥-30	≥-40	≤ 25.0	≥-40	≥-60	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	82.9%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

GEO PREP ACADEMY OF GREATER BATON ROUGE

Total Public Population: 764



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.5%	96.7%	98.6%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	9.1%	37.4%	31.0%	≥ 15.5%	17.2%	<1%	44.3%	28.7%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	14.5%	≥ 8.0%	11.2%	<1%	47.7%	35.5%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	61.6%	≥66.0%
17.0%	23.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

DEMOCRACY PREP BATON ROUGE

Total Public Population: 529



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	11.9%	11.5%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.4%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	1.6%	≥ 15.5%	17.2%	<1%	44.3%	6.5%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	19.6%	≥ 8.0%	11.2%	<1%	47.7%	19.6%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	83.3%	≥66.0%
17.0%	12.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

AUDUBON CHARTER SCHOOL

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>.

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STUDENTS	STATE	DISTRICT
Students with Disabilities	11.9%	15.8%
Gifted and Talented Students	<5%	22.4%
Regular Education Students	≥80%	61.8%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.9%	97.8%	99.0%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	30.8%	37.4%	39.8%	≥ 15.5%	17.2%	30.8%	44.3%	68.8%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	47.2%	≥ 8.0%	11.2%	25.0%	47.7%	73.6%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-50	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	69.3%	≥66.0%
17.0%	17.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	14.3%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	67%	72.5%
65.8%	67%	72.5%
59.2%	67%	60.5%
54.9%	78%	51.0%
53.6%	78%	51.0%
52.6%	78%	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

EINSTEIN CHARTER SCHOOL AT VILLAGE DE L'EST

Total Public Population: 507



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	11.9%	5.1%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		96.8%	97.8%	97.9%	>99%	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	11.5%	≥ 15.5%	17.2%	<1%	44.3%	13.1%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	69.2%	≥66.0%
17.0%	19.2%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	33.3%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	50.0%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

BENJAMIN FRANKLIN HIGH SCHOOL

Total Public Population: 1034



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	11.9%	<5%
Gifted and Talented Students	<5%	32.9%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	>99%	94.6%	96.6%	94.6%		99.0%	95.9%	98.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	>99%	39.4%	97.1%	≥ 9.0%	10.2%	>99%	43.9%	98.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥0	≤ 25.0	≥-40	≥0	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	75.0%	≥66.0%
17.0%	8.3%	≤13.3%
<5%	16.7%	≤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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ALICE M HARTE ELEMENTARY CHARTER SCHOOL

Total Public Population: 791



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	11.9%	8.8%
Gifted and Talented Students	<5%	5.1%
Regular Education Students	≥80%	86.1%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.7%	97.8%	98.8%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.8%	96.7%	98.8%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	23.4%	≥ 15.5%	17.2%	<1%	44.3%	42.9%	≥ 19.5%
8th Grade	6.4%	20.0%	30.9%	42.5%	≥ 8.0%	11.2%	<1%	47.7%	50.0%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-50	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	55.9%	≥66.0%
17.0%	30.5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	91.7%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

EDNA KARR HIGH SCHOOL

Total Public Population: 1131



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	11.9%	6.0%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	94.44%	82.72%	93.93%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	90.9%	94.6%	96.6%	94.6%		98.7%	95.9%	>99%	95.8%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	12.5%	39.4%	36.5%	≥ 9.0%	10.2%	<1%	43.9%	29.8%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	77.5%	≥66.0%
17.0%	10.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	18.2%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	90.9%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

THE WILLOW SCHOOL

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	11.9%	5.0%
Gifted and Talented Students	<5%	25.8%
Regular Education Students	≥80%	69.3%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	>99%	37.4%	81.0%	≥ 15.5%	17.2%	>99%	44.3%	96.0%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	88.3%	≥ 8.0%	11.2%	33.3%	47.7%	93.3%	≥ 12.5%
10th Grade	12.0%	33.3%	39.4%	88.9%	≥ 9.0%	10.2%	33.3%	43.9%	82.5%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥10	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	≥-90	≤ 0.0	≥-40	≥-60	≤ 33.0
10th Grade	≥-30	≥-60	≤ 25.0	≥-40	≥-50	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	16.7%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ELEANOR MCMAIN SECONDARY SCHOOL



Total Public Population: 872

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	11.9%	7.2%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	72.73%	82.72%	76.19%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	5.0%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	98.8%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	16.0%	39.4%	17.1%	≥ 9.0%	10.2%	3.7%	43.9%	23.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	90.9%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	76.5%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	94.1%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ROBERT RUSSA MOTON CHARTER SCHOOL



Total Public Population: 422

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.2%	97.8%	97.3%	>99%	
8th Grade	50.0%	97.4%	96.9%	97.4%	≥ 98.8%	50.5%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	8.6%	≥ 15.5%	17.2%	<1%	44.3%	2.9%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	6.4%	≥ 8.0%	11.2%	<1%	47.7%	12.8%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-20	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	40.8%	≥66.0%
17.0%	44.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LAKE FOREST ELEMENTARY CHARTER SCHOOL



Total Public Population: 596

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	11.9%	8.2%
Gifted and Talented Students	<5%	8.1%
Regular Education Students	≥80%	83.7%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	62.5%	37.4%	72.9%	≥ 15.5%	17.2%	>99%	44.3%	90.0%	≥ 19.5%
8th Grade	6.4%	>99%	30.9%	84.6%	≥ 8.0%	11.2%	50.0%	47.7%	94.2%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥10	≤ 24.0
8th Grade	≥-30	≥10	≤ 0.0	≥-40	≥-50	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	67.6%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	66.7%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	61.8%	N/A	72.5%
Acquisition and use of knowledge and skills	65.8%	N/A	72.5%
Appropriate behaviors to meet needs	59.2%	N/A	60.5%

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

SPECIAL EDUCATION		2022-2023 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	54.9%	N/A	51.0%
Acquisition and use of knowledge and skills	53.6%	N/A	51.0%
Appropriate behaviors to meet needs	52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

NEW ORLEANS CHARTER SCIENCE AND MATHEMATICS HS

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	11.9%	9.6%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	76.47%	82.72%	85.71%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	>99%	94.6%	96.6%	94.6%		96.3%	95.9%	93.1%	95.2%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	17.4%	≥ 9.0%	10.2%	<1%	43.9%	37.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-40	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	43.1%	≥66.0%
17.0%	31.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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	2022-2023 STATE TARGET
Positive social-emotional skills	61.8%	N/A	72.5%
Acquisition and use of knowledge and skills	65.8%	N/A	72.5%
Appropriate behaviors to meet needs	59.2%	N/A	60.5%

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

	STATE	DISTRICT	2022-2023 STATE TARGET
Positive social-emotional skills	54.9%	N/A	51.0%
Acquisition and use of knowledge and skills	53.6%	N/A	51.0%
Appropriate behaviors to meet needs	52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	87.5%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	50.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	100.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ENCORE ACADEMY

Total Public Population: 458



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	11.9%	15.9%
Gifted and Talented Students	<5%	6.3%
Regular Education Students	≥80%	77.7%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.9%	97.8%	94.3%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	9.1%	≥ 15.5%	17.2%	<1%	44.3%	14.3%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	16.4%	≥ 8.0%	11.2%	<1%	47.7%	21.3%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 STATE TARGET
STATE	DISTRICT	
	Yes	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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	75.0%	≥66.0%
17.0%	13.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

BRICOLAGE ACADEMY

Total Public Population: 935



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	11.9%	18.9%
Gifted and Talented Students	<5%	5.2%
Regular Education Students	≥80%	75.8%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.8%	96.7%	98.9%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	27.3%	37.4%	51.8%	≥ 15.5%	17.2%	13.6%	44.3%	49.1%	≥ 19.5%
8th Grade	6.4%	7.7%	30.9%	15.7%	≥ 8.0%	11.2%	7.7%	47.7%	38.6%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	>99%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-40	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	66.8%	≥66.0%
17.0%	22.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	20.8%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WILSON CHARTER SCHOOL

Total Public Population: 712



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.5%	97.8%	98.8%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	98.8%	96.7%	98.9%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	15.2%	≥ 15.5%	17.2%	<1%	44.3%	9.1%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	21.5%	≥ 8.0%	11.2%	<1%	47.7%	32.9%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	>99%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-10	≤ 24.0
8th Grade	≥-30	≥-30	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	83.6%	≥66.0%
17.0%	6.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	9.1%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

SARAH TOWLES REED HIGH 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>.

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	11.9%	10.6%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	83.33%	82.72%	70.00%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	>95%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.5%	95.9%	97.1%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	9.1%	39.4%	14.7%	≥ 9.0%	10.2%	9.1%	43.9%	20.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	89.8%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

EINSTEIN CHARTER MIDDLE SCH AT SARAH TOWLES REED

Total Public Population: 227



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	11.9%	9.7%
Gifted and Talented Students	<5%	6.6%
Regular Education Students	≥80%	83.7%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.5%	96.7%	98.0%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	9.1%	30.9%	8.0%	≥ 8.0%	11.2%	36.4%	47.7%	35.4%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	66.7%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥0	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	44.1%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	61.8%	N/A	72.5%
Acquisition and use of knowledge and skills	65.8%	N/A	72.5%
Appropriate behaviors to meet needs	59.2%	N/A	60.5%

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

SPECIAL EDUCATION		2022-2023 STATE TARGET	
STATE	DISTRICT		
Positive social-emotional skills	54.9%	N/A	51.0%
Acquisition and use of knowledge and skills	53.6%	N/A	51.0%
Appropriate behaviors to meet needs	52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

EINSTEIN CHARTER AT SHERWOOD FOREST



Total Public Population: 501

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.0%	97.8%	97.4%	>99%	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	7.8%	≥ 15.5%	17.2%	11.1%	44.3%	29.7%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	<1%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	65.6%	≥66.0%
17.0%	7.8%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	33.3%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

MCDONOGH 42 CHARTER SCHOOL

Total Public Population: 421



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	80.0%	98.5%	97.9%	98.4%		94.3%	97.8%	94.7%	80.0%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	6.5%	≥ 15.5%	17.2%	<1%	44.3%	12.9%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	4.1%	≥ 8.0%	11.2%	<1%	47.7%	6.1%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	76.1%	≥66.0%
17.0%	13.0%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

NEW HARMONY HIGH INSTITUTE

Total Public Population: 376



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	38.46%	82.72%	65.22%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	50.0%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		95.7%	95.9%	90.2%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	10.0%	39.4%	11.8%	≥ 9.0%	10.2%	18.2%	43.9%	40.7%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	25.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	80.4%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ATHLOS ACADEMY OF JEFFERSON PARISH



Total Public Population: 1194

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	11.9%	8.8%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	94.1%	98.5%	97.9%	98.4%		97.7%	97.8%	97.8%	94.1%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	18.2%	≥ 15.5%	17.2%	12.5%	44.3%	27.3%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	3.4%	≥ 8.0%	11.2%	<1%	47.7%	22.2%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	50.0%	≥ 55.0%	50.0%	50.0%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-20	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	71.1%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	25.0%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

AUDUBON CHARTER GENTILLY

Total Public Population: 358



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	11.9%	21.5%
Gifted and Talented Students	<5%	10.9%
Regular Education Students	≥80%	67.6%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		94.3%	97.8%	94.3%	>99%	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	10.0%	≥ 15.5%	17.2%	11.1%	44.3%	30.0%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	82.4%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	5.3%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

ROSENWALD COLLEGIATE ACADEMY

Total Public Population: 353



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	68.42%	82.72%	85.57%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	96.2%	94.6%	96.6%	94.6%		94.9%	95.9%	97.1%	96.4%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	15.0%	39.4%	37.5%	≥ 9.0%	10.2%	<1%	43.9%	18.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	20.0%	≥ 53.0%	68.5%	40.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	58.3%	≥66.0%
17.0%	14.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	50.0%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	87.5%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

DWIGHT D. EISENHOWER 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	11.9%	8.9%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		98.5%	97.8%	98.7%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	22.6%	≥ 15.5%	17.2%	<1%	44.3%	27.4%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	17.1%	≥ 8.0%	11.2%	<1%	47.7%	39.5%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	>99%	≥ 55.0%	50.0%	<1%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-30	≤ 18.0	≥-30	≥-30	≤ 24.0
8th Grade	≥-30	≥-20	≤ 0.0	≥-40	≥-40	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	61.4%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	40.0%	≥26.0%
5.5%	20.0%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%

DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No

DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	92.3%	100%

EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LIVING SCHOOL

Total Public Population: 245



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	<5%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		82.8%	95.9%	94.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	7.5%	≥ 9.0%	10.2%	<1%	43.9%	16.9%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	90.3%	≥66.0%
17.0%	9.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile GEO NEXT GENERATION HIGH SCHOOL



Total Public Population: 388

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		97.5%	95.9%	98.5%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	16.7%	39.4%	23.1%	≥ 9.0%	10.2%	16.7%	43.9%	32.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	52.7%	≥66.0%
17.0%	16.4%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?		Yes	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	66.7%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	100.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

RED RIVER CHARTER 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>.

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	11.9%	<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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	96.0%	96.7%	96.0%	>99%	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		96.6%	95.9%	97.4%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	<1%	≥ 8.0%	11.2%	<1%	47.7%	8.7%	≥ 12.5%
10th Grade	12.0%	<1%	39.4%	7.4%	≥ 9.0%	10.2%	<1%	43.9%	16.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	<1%	≥ 62.0%	56.3%	<1%	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	>99%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	50.0%	≥66.0%
17.0%	28.6%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

MCDONOGH 35 SENIOR HIGH SCHOOL



Total Public Population: 861

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	<5%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	>99%	94.6%	96.6%	94.6%		97.4%	95.9%	96.8%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	18.2%	39.4%	35.9%	≥ 9.0%	10.2%	6.3%	43.9%	19.6%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	<1%	≥ 53.0%	68.5%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-20	≤ 25.0	≥-40	≥-20	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	69.4%	≥66.0%
17.0%	12.1%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification?	STATE	DISTRICT	
		No	No
DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10	SPECIAL EDUCATION		2022-2023 STATE TARGET
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?	STATE	DISTRICT	
		No	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
Initial evaluations completed in timelines	STATE	DISTRICT	
	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 STATE TARGET
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	STATE	DISTRICT	
	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	83.3%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	100.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

- 1. Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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

2022-2023 State Performance Profile

OPPORTUNITIES ACADEMY

Total Public Population: 84



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	25.00%	82.72%	25.00%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	<5%	≥66.0%
17.0%	<5%	≤13.3%
<5%	86.8%	≤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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	92.6%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification?		Yes	No
EVALUATION TIMELINES – INDICATOR 11	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	>95%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

COLLEGIATE BATON ROUGE

Total Public Population: 476



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	11.9%	14.9%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	69.70%	82.72%	72.86%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	<5%	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	92.9%	94.6%	96.6%	94.6%		93.7%	95.9%	94.0%	92.9%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	16.7%	39.4%	19.8%	≥ 9.0%	10.2%	12.5%	43.9%	16.0%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	>99%	≥ 53.0%	68.5%	50.0%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-10	≤ 25.0	≥-40	≥-10	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	73.1%	≥66.0%
17.0%	16.3%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	<5%	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	58.3%	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	100.0%	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	100.0%	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

GEO PREP MID-CITY OF GREATER BATON ROUGE



Total Public Population: 666

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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		97.5%	97.8%	97.5%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	>99%	96.7%	>99%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	33.8%	≥ 15.5%	17.2%	<1%	44.3%	56.8%	≥ 19.5%
8th Grade	6.4%	14.3%	30.9%	13.8%	≥ 8.0%	11.2%	14.3%	47.7%	23.1%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	33.3%	≥ 55.0%	50.0%	66.7%	≥ 54.0%
8th Grade	61.7%	50.0%	≥ 62.0%	56.3%	50.0%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-40	≤ 18.0	≥-30	≥-60	≤ 24.0
8th Grade	≥-30	≥0	≤ 0.0	≥-40	≥-10	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	75.5%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	<5%	≥26.0%
5.5%	<5%	≤3.9%
<5%	<5%	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	<5%	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

WARREN EASTON CHARTER HIGH SCHOOL



Total Public Population: 1098

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	11.9%	7.7%
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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	>95%	82.72%	>95%	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%	≥ 98.8%	N/A	97.8%	N/A	N/A	≥ 98.8%
8th Grade	N/A	97.4%	96.9%	97.4%		N/A	96.7%	N/A	N/A	
10th Grade	>99%	94.6%	96.6%	94.6%		>99%	95.9%	>99%	>99%	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	3.8%	39.4%	30.9%	≥ 9.0%	10.2%	3.3%	43.9%	27.2%	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	50.0%	≥ 53.0%	68.5%	<1%	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	≥-30	≤ 25.0	≥-40	≥-30	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	53.8%	≥66.0%
17.0%	40.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

PIERRE A. CAPDAU CHARTER SCHOOL

Total Public Population: 507



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		93.2%	97.8%	93.3%	>99%	
8th Grade	>99%	97.4%	96.9%	97.4%	≥ 98.8%	97.4%	96.7%	97.5%	>99%	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	<1%	37.4%	9.8%	≥ 15.5%	17.2%	<1%	44.3%	19.5%	≥ 19.5%
8th Grade	6.4%	<1%	30.9%	2.8%	≥ 8.0%	11.2%	12.5%	47.7%	33.3%	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	>99%	≥ 62.0%	56.3%	66.7%	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥-10	≤ 18.0	≥-30	≥-20	≤ 24.0
8th Grade	≥-30	≥-10	≤ 0.0	≥-40	≥-30	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	73.3%	≥66.0%
17.0%	6.7%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

GEO PREP BAKER

Total Public Population: 64



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	11.9%	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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	N/A	98.5%	97.9%	98.4%		N/A	97.8%	N/A	N/A	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	N/A	37.4%	N/A	≥ 15.5%	17.2%	N/A	44.3%	N/A	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	N/A	≤ 18.0	≥-30	N/A	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	>99%	≥66.0%
17.0%	<5%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	>95%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.0%	N/A	91.0%

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation 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*

2022-2023 State Performance Profile

LOUISIANA KEY ACADEMY NORTHSORE



Total Public Population: 120

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	11.9%	74.2%
Gifted and Talented Students	<5%	<5%
Regular Education Students	≥80%	≥20%

- 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		2022-2023 STATE TARGET
STATE	DISTRICT	STATE	DISTRICT	
76.06%	N/A	82.72%	N/A	≥59.0%

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

SPECIAL EDUCATION		2022-2023 STATE TARGET
STATE	DISTRICT	
19.9%	N/A	≤16.0

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

PARTICIPATION RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	>99%	98.5%	97.9%	98.4%		>99%	97.8%	>99%	>99%	
8th Grade	N/A	97.4%	96.9%	97.4%	≥ 98.8%	N/A	96.7%	N/A	N/A	≥ 98.8%
10th Grade	N/A	94.6%	96.6%	94.6%		N/A	95.9%	N/A	N/A	

PROFICIENCY RATE

GRADE LEVEL	MATH					ELA				
	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		GENERAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	STATE	DISTRICT		STATE	DISTRICT	STATE	DISTRICT	
4th Grade	16.1%	6.9%	37.4%	5.9%	≥ 15.5%	17.2%	6.9%	44.3%	5.9%	≥ 19.5%
8th Grade	6.4%	N/A	30.9%	N/A	≥ 8.0%	11.2%	N/A	47.7%	N/A	≥ 12.5%
10th Grade	12.0%	N/A	39.4%	N/A	≥ 9.0%	10.2%	N/A	43.9%	N/A	≥ 10.0%

ALTERNATE ASSESSMENT PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	53.2%	N/A	≥ 55.0%	50.0%	N/A	≥ 54.0%
8th Grade	61.7%	N/A	≥ 62.0%	56.3%	N/A	≥ 60.0%
10th Grade	51.2%	N/A	≥ 53.0%	68.5%	N/A	≥ 75.0%

GAP IN PROFICIENCY RATE

GRADE LEVEL	MATH			ELA		
	SPECIAL EDUCATION		2022-2023 STATE TARGET	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT		STATE	DISTRICT	
4th Grade	≥-30	≥0	≤ 18.0	≥-30	≥0	≤ 24.0
8th Grade	≥-30	N/A	≤ 0.0	≥-40	N/A	≤ 33.0
10th Grade	≥-30	N/A	≤ 25.0	≥-40	N/A	≤ 32.0

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		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
STATE	DISTRICT	
64.6%	80.6%	≥66.0%
17.0%	11.9%	≤13.3%
<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		2022-2023 STATE TARGET
STATE	DISTRICT	
14.9%	N/A	≥26.0%
5.5%	N/A	≤3.9%
<5%	N/A	≤3.20%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
61.8%	N/A	72.5%
65.8%	N/A	72.5%
59.2%	N/A	60.5%

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		2022-2023 STATE TARGET
STATE	DISTRICT	
54.9%	N/A	51.0%
53.6%	N/A	51.0%
52.6%	N/A	60.5%

PARENTAL INVOLVEMENT – INDICATOR 8	SPECIAL EDUCATION		2022-2023 STATE TARGET
	STATE	DISTRICT	
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	82.0%	N/A	86.5%
DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9	SPECIAL EDUCATION		2022-2023 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		2022-2023 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		2022-2023 STATE TARGET
	STATE	DISTRICT	
Initial evaluations completed in timelines	98.7%	93.1%	100%
EFFECTIVE TRANSITION – INDICATORS 12, 13, 14	SPECIAL EDUCATION		2022-2023 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	98.8%	N/A	100.0%
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	78.6%	*	100.0%
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	32.5%	N/A	36.0%
Enrolled in higher education or competitively employed within one year of leaving high school	63.4%	N/A	75.0%
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STATE PERFORMANCE PLAN INDICATORS

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 - 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).
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 - 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.*
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 - 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:
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 - 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
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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.
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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:
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 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*